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The Effect Of Think Pair Share Strategy To The Students Ability In Writing Descriptive Text At Grade VIII In Smp Negeri 1 Pematang Siantar

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh strategi think pair share terhadap kemampuan siswa dalam menulis teks deskriptif pada kelas VIII di SMP negeri 1 pematang siantar. Penelitian ini menggunakan pendekatan penelitian kuantitatif dan menggunakan desain quasi eksperimen dengan format pre-test dan post-test. Tujuannya adalah untuk mengetahui keefektifan strategi pembelajaran Think pair share dalam meningkatkan keterampilan menulis siswa kelas VIII dalam pembelajaran materi teks deskriptif di SMP Negeri 1 Pematang Siantar. Penelitian ini dilaksanakan di SMP Negeri 1 Pematang Siantar yang beralamat di JL Merdeka No 331 Pematang Siantar, Merdeka, Siantar Timur, Kota Pematang Siantar, Sumatera Utara pada tahun ajaran 2022/2023, yang dilaksanakan pada bulan Juli 2023 sampai dengan Agustus 2023. Pada penelitian ini, populasinya terdiri dari siswa kelas VIII SMP Negeri 1 Pematang Siantar. Seleksi ini dilakukan berdasarkan magang peneliti. Populasinya adalah siswa kelas VIII SMP Negeri 1 Pematang Siantar tahun ajaran 2022/2023 yang berjumlah 11 kelas, dengan jumlah populasi keseluruhan sebanyak 363 siswa. Hal ini dibuktikan dengan nilai yang lebih tinggi yang diperoleh siswa pada kelas eksperimen dibandingkan dengan siswa pada kelas kontrol. Selain itu, analisis statistik, khususnya uji Mann Whitney, menunjukkan nilai $0,019 < 0,05$, sehingga hipotesis alternatif diterima dan hipotesis nol ditolak. Berdasarkan hasil penelitian ini dan dukungan dari penelitian sebelumnya, dapat disimpulkan bahwa penggunaan strategi Think pair share sangat efektif dalam meningkatkan kemampuan siswa dalam menulis teks deskriptif di kelas VIII SMP Negeri 1 Pematang Siantar.

Kata Kunci: Think Pair Share, Kemampuan Siswa, Menulis

Abstract

This study is aimed to find the effect of think pair share strategy to the students' ability in writing descriptive text at grade VIII in SMP negeri 1 pematang siantar. This research employed quantitative research approach and utilized quasi-experimental design with a pre-test and post-test format. Its aim is to determine the effectiveness of the Think pair share learning strategy in enhancing the writing skills of eighth grade students in teaching descriptive text material at SMP Negeri 1 Pematang Siantar. This research is conducted at SMP Negeri 1 Pematang Siantar which is located at JL Merdeka No 331 Pematang Siantar, Merdeka, East Siantar, Pematang Siantar City, North Sumatera in academic year 2022/2023, that was held from July 2023 to August 2023. In this research, the population consisted of eighth grade students at SMP Negeri 1 Pematang Siantar. This selection was made based on researcher's internship. Consequently, the population were eighth grade students at SMP Negeri 1 Pematang Siantar for the academic year of 2022/2023, encompassing total of 11 classes, culminating in a grand population of 363 students. This is substantiated by the notably higher scores attained by students in the experimental class in comparison to those in the control class. Furthermore, the statistical analysis, specifically the Mann Whitney test, demonstrated value of $0.019 < 0.05$, leading to the acceptance of alternative hypothesis and the rejection of null hypothesis. Drawing upon the outcomes of this research and the support from prior research, it can be confidently concluded that the utilizing of Think pair share strategy is highly effective in enhancing students' ability in writing Descriptive text at Grade VIII in SMP Negeri I Pematang Siantar.

Keyword: Think Pair Share, Students' Ability, Writing

INTRODUCTION

English is a foreign language in Indonesia; although it is not Indonesia's second language, its role is very important in Indonesia. We have felt this from the time we sat in school, where from several subjects that exist in school there are English lessons, contained in the curriculum and syllabus of Indonesian education at the junior and senior high school levels (Andriyansyah, 2020). There are four main components to English language learning: listening, reading, speaking, and writing. Indeed, it is very difficult to learn to write in a foreign language, but the process of learning to write cannot be skipped and avoided in the educational process (Lestari et al., 2020).

The written works produced can be seen in printed media such as newspapers, magazines, brochure, tabloids, e-books, posters, comics, journals, theses, phamplets, and others. In writing, the writer not only wants to convey his writing to the reader, but also hopes that the reader will get the information needed through his writing (H. R. Kurniawan et al., 2018).

Teaching writing is an important components in teaching language applications. Hence, the fundamental objective of instructing writing lies in equipping students with the

ability to craft texts that adhere to various writing genres. In particular, students are expected to possess solid understanding of the underlying principles of text genres, enabling them to proficiently analyze social implications, structural frameworks, and grammatical intricacies of texts, while effectively producing their own written works within these genre conventions. As elucidated by Gerot and Wignel, there exist thirteen text genres, including narratives, reports, expositions (both analytical and hortatory), spoofs, explanations, discussions, descriptions, reviews, anecdotes, procedure and news that serve as acceptable means of communication (D. Kurniawan et al., 2020a).

One of the functional texts that are often used as teaching materials in schools is descriptive text, where if it is associated with the 2013 Curriculum (K13), students should be able to write and describe about people, animals, and objects. In other words, students learn descriptive text (D. Kurniawan et al., 2020b).

According to Wardiman (2008), descriptive text holds the power to vividly portray the characteristics of a person, place, or object. It has the ability to create mesmerizing visual images and evoke sensory impressions within the reader's mind. A well-crafted description effortlessly paints a picture, employing logical structure and precise details. Whether it be pictures, individuals, items, creatures, or locales, students are tasked with unveiling the intricate details in such a manner that their peers or audience can grasp and envision the subject matter, even if they have yet to witness it firsthand (Ariyanti & Fitriana, 2017). Equally important is the cultivation of writing skills, and the mastery of descriptive text serves as crucial stepping stone for students, particularly at junior high school level, in honing their paragraph-writing abilities (Khoirunnisya, 2017).

Based on researcher's extensive teaching experience at grade eight of SMP Negeri 1 Pematang Siantar, a concerning finding has emerged regarding students' proficiency in writing descriptive text. The mean score for their writing was 60, which, based on the 2013 Junior High School Report Card guidelines for the 2021/2022 academic year, fell under the poor category (Irsa, 2019). While teaching at SMP Negeri 1 Pematang Siantar, the researcher observed that many students struggle with various aspects of writing English text, including content, organization, mechanics, grammar, and vocabulary. Particularly challenging for them is composing an effective introductory sentence for their paragraphs, resulting in their written pieces being excessively brief. Furthermore, organizing their ideas into cohesive paragraphs poses a significant difficulty. Given these circumstances, it is imperative for students to enhance their writing abilities and for the teacher to employ appropriate techniques, media, approaches, or strategies to facilitate effective instruction.

This is also related to journal quotes from Candraloka et al. (Flora et al. 2020) in the International Journal of Education and Practice which state that, TPS helps learning because learners can use their critical thinking and help each other. In the journal Candraloka et al. it is also said that there needs to be a trigger for teachers to help improve students' critical thinking. In which students only receive guidance to determine the accuracy of their language. Therefore, it can be concluded that students need guidance in small-group discussions to direct students in the learning process. For this reason, pair sharing is expected to help them in writing descriptive text, and teachers, as educators, must use a good strategy in the learning process (Harahap, 2017). One of the strategies that is suitable for teaching writing and interested researchers is the strategy of Think-Pair-Share, one of the strategies in cooperative learning methods. This strategy can increase the type of personal communication students need to process, organize, and maintain ideas internally. In addition, for students who are shy or tentative, this can help them re-emphasize learning, not just cheating but students can also be interested in participating in classroom learning (Niño & Pérez, 2018).

Extensive researchers have been conducted to explore the impact of employing Think Pair Share (TPS). Anisa Yulianti's (2019) research, which focused on enhancing narrative text comprehension among seventh-grade students at SMPN 3 Klari Karawang, revealed that implementing Think Pair Share strategy significantly improved students' reading abilities. The noteworthy findings indicated that students achieved higher reading scores after engaging in Think Pair Share activities. Similarly, Indah Wahyuni (2021) investigated the implementation of Think Pair Share in teaching procedural texts to ninth-grade students at Al-Huda Jati Agung Junior High School, South Lampung during the 2021/2022 academic year. The research effectively acquainted students with procedure texts.

The implementation of the Think-Pair-Share (TPS) strategy has proven to have profound impact on students' writing abilities, particularly in descriptive text. Extensive research has indicated that utilizing the Think-Pair-Share technique to teach writing skills to students yields significant results (Primasari et al., 2021). Notably, students' writing skills have been shown to be significantly enhanced through this strategy. However, it is important to note that a research conducted by Nofriyan, A.P.A, Fatimatuz Zahro' (2011) yielded different findings, indicating that there was no significant difference in students' scores before and after employing Think-Pair-Share strategy in teaching narrative text. In light of these results, the researcher sought to address this issue by implementing the Think-Pair-Share strategy specifically for improving students' descriptive text writing skills.

Previously, teachers primarily focused on the groups that had already been formed during the implementation of this technique. However, recent research have emphasized the importance of integrating Think-Pair-Share (TPS) strategy with teacher assistance in the learning process. According to Ninggolan (2020: 734), this integration is crucial for effective learning. TPS proves to be beneficial as it encourages critical thinking and fosters peer collaboration, while the guidance and support of teacher remain essential in ensuring the successful application of this strategy and the desired increase in student scores (Timperley & Parr, 2009).

Based on the explanation above, the researcher is interested in conducting research with the following title "The Effect Of Think Pair Share Strategy To The Students' Ability In Writing Descriptive Text At Grade Viii In Smp Negeri 1 Pematang Siantar."

METHOD

This research employed quantitative research approach and utilized quasi-experimental design with a pre-test and post-test format. Its aim is to determine the effectiveness of the Think pair share learning strategy in enhancing the writing skills of eighth grade students in teaching descriptive text material at SMP Negeri 1 Pematang Siantar. As stated by Cresswell (in Fitri et al., 2022), quantitative research is a method that examines the relationship between variables to test theories. These variables can be measured using instruments, allowing for the analysis of numerical data through statistical procedures. The researcher opted for a quasi-experimental design due to the constraints of a typical school setting, where disrupting schedules or reorganizing classes is not feasible. As mentioned by Gay and Airasian (2012), this design requires the researcher to retain the students in their existing classes throughout the study.

This research was conducted with the inclusion of two variables. Firstly, the independent variable, represented by the utilization of Think Pair Share strategy, denoted as "X". Secondly, dependent variable, which pertains to the students' impressive writing ability, symbolized as "Y". In order to ensure comprehensive analysis, this research employed two distinct groups for comparison. The first is class VIII-7 which is the experimental group treated with the think pair share strategy. Second, class VIII-8 which is the control group treated with conventional learning or not treated with think pair share strategy (Fidriani et al., 2021).

In this research, the population consisted of eighth grade students at SMP Negeri 1 Pematang Siantar. This selection was made based on researcher's internship. Consequently, the population were eighth grade students at SMP Negeri 1 Pematang

Siantar for the academic year of 2022/2023, encompassing total of 11 classes, culminating in a grand population of 363 students.

The selected sample is component of the research population. According to Ary et al. (2014), a sample represents a specific group chosen from the larger population for observation in a study. In this particular research, the sample comprised of two classes out of a total of eleven classes, consisting of 363 students (Febriyanto & Yanto, 2019). One class was assigned as the experimental group, while the other class served as the control group. The control group received a different treatment, following conventional approach, whereas the experimental group implemented the Think Pair Share (TPS) strategy in their descriptive writing lessons. The sampling process involved selecting class VIII-7, consisting of 33 students, as the control group, and class VIII-8, also comprising 33 students, as the experimental group. The decision to choose these specific classes was based on the researcher's familiarity with them during their internship at the school, ensuring a well-informed sample selection process.

Data is an important tool in research in the form of phenomena in the field and numbers. From these data, researchers know the results of the study. Researchers analyzed students' difficulties in learning to write in class VIII of SMP Negeri 1 Pematang Siantar as the object of research. There are eleven eighth grade classes at SMP Negeri 1 Pematang Siantar consisting of 352 students. This study focused on two classes, namely classes VIII-7 and VIII-8 with a total of 64 students. In this study, data were obtained by direct observation to the field when carrying out field experience practices.

The researcher focused on this object because the researcher had experience teaching students. This experience makes it easy for researcher to analyze the difficulties faced by students. The researcher also knows where the students' weaknesses are in learning, especially in writing, so the researcher only needs to ensure that students find some difficulties related to this research.

RESULT AND DISCUSSION

This research employed a quantitative research, which involved the collection of students' data in the form of pre and post-tests from both the experimental and control classes. The analysis of this data, particularly in relation to the students' writing test on descriptive text, was conducted using a rigorous assessment criteria. To ensure accuracy and reliability, the researcher employed a quasi-experimental research design.

Data

Data was gathered from Grade VIII SMP in Negeri 1 Pematang Siantar, where 66 students were selected as research sample. Specifically, students from class VIII-7 served as the experimental group, while those from VIII-8 acted as the control group. The data was acquired through an essay test. The experimental group employed the innovative Think Pair Share (TPS) Strategy, while the control group received traditional teaching method. Subsequently, researcher analyzed students' scores utilizing SPSS Version 25, as outlined in Chapter III.

Scoring Pre-Test of the Experimental Class

The pre-test was done in the experimental displayed 5 pre-test class (VIII-7) consisting of 33 students. The researcher displayed 5 pre-test data as an example scoring a test of writing a descriptive text in the experimental class but all students' scores (33) were showed in table.

Pre-Test

Name: Heriz Gasm Herdiansyah
Class: VIII - Gasm - 7
Theme: To Describe a Person

Write a short descriptive text describing one of your classmates in paragraph form and analyze the language features in the text (at least 5 sentences) by your own words!

My Friend

Natan is my best friend. He has been my friend since I was a Junior.

He is of medium height. With short black hair, he is playing futsal. He can turn boring situations into very fun. He is always neat in wearing clothes. Bright colors are her favorite.

Language Feature (unsur kebahasaan)

- Simple Present tense (V)
- he is
- Relative clause (ayat)
- medium height
- Action verb → Very fun
- Playing
- To be → is, are ✓

Figure 1. Student's Worksheet

HBH got the score 4 for the content because the topic was relevant to the theme and provided detailed information. The score of the organization was 3, because some sentences relate to the main idea and use the correct tenses. The score for grammar was 1, because there were frequent grammatical inaccuracies such as *us*; *is*, *very fun* and etc. he got a 2 for vocabulary because there were some mistakes in word choice, such as: *is*, etc. he got a 2 for vocabulary because there were some mistakes in word choice, such as: *he is playing futsal*. the score 2 for the mechanics because there was error for the spelling like *bean* and some errors of the punctuation. The total score of the students was $26/40 \times 100 = 65$.

Y AHL got 4 for the content because the text relevant to the topic was relevant to the theme, instruction and details in giving information based on the topic. The score for the organization was 3 because some sentences relate to the main idea and use the correct tenses. She got 2 for the grammar because there were some errors such as: *he with, enough*. She got 2 for vocabulary because there were few misuses of word choice such as: *enough*, *is*, *the*, and etc. She got 2 for mechanics because there were some errors spelling and punctuation. The total score of the student's post-test was $28/40 \times 100 = 70$.

All students' writing test assessments, including pre-test and post-test, were subjected to the criteria for writing evaluation involving the same characteristics of the five aspects as described above. The researcher used the written scoring criteria to produce the following pre-test and post-test findings for students in the experimental class:

Table 1. Students scores of the Experimental Class

No	Students Initial Name	Pre-Test	Post-Test
1	ADL	82	77
2	KIA	79	82
3	RFKA	73	79
4	TAA	77	95
5	MNA	77	82
6	NOI	77	91
7	JNTN	73	79
8	SRH	73	79
9	CIE	70	77
10	GSA	70	82
11	MSI	70	72
12	RS	70	74
13	MFS	68	74
14	HLG	66	77
15	GA	66	74
16	GSA	66	70
17	ADE	66	70
18	HBH	65	82
19	UMP	65	70
20	AIE	65	70
21	MRN	64	72
22	RSI	61	74
23	DS	60	70
24	EVA	60	72
25	ELN	60	79
26	YNI	60	70
27	LUA	60	70
28	PUS	60	68

29	ESE	52	77
30	MRO	52	74
31	GBT	52	70
32	HTR	48	79
33	FSIS	45	74

In the experimental class (VIII-7), the pre-test revealed range of scores, with the highest attaining 82 and the lowest achieving 45. However, the post-test results demonstrated remarkable improvement, as the class's highest performer soared to 91, while the lowest scorer made significant progress of 68.

Data Analysis

In order to conduct this quantitative research, the researcher collected pre-test and post-test data from both the experimental and control classes. After this data collection, it was essential to analyze them. Employing a quasi-experimental research methodology, the researcher evaluated the students' writing tests on descriptive texts, utilizing writing assessment criteria.

Descriptive Analysis

Research data's quantity, maximum, minimum, average, and other properties can all be explained and described using statistical analysis.

Table 2. Descriptive Statistics

	N	Mini mu m	Maxi mum	M ea n	Std. Deviation
Pre- Test_Eksperiment	33	45	83	73. 48	9.539
Post- Test_Eksperiment	33	68	95	78. 55	6.131
Pre-Test_Control	33	63	87	65. .6 4	5.821
Post-Test_Control	33	67	90	75. 91	4.816
Valid N (listwise)	33				

If the value of Asymp. Sig. (2-tailed) on paired sample t-test or Mann Whitney < 0.05 then H_a is accepted for the test condition. From the table above, it can be shown that H_a and H_o are accepted if the Asymp. Sig (2-tailed) = $0.019 < 0.05$.

Findings

Following the process of data analysis, numerous findings have emerged, poised to provide comprehensive solutions to the research, including :

1. The researcher has discovered compelling evidence to address the research problem - "Does writing using think pair share strategy have a significant effect on students' ability in writing descriptive text at Grade VIII in SMP Negeri 1 Pematang Siantar?" Through data analysis, it has been revealed that the Asymp. Sig (2-tailed) value in Mann Whitney test is 0.019, which is lower than the significance level of 0.05. This leads to the conclusive finding that the implementation of think pair share strategy indeed enhances writing abilities of SMP Negeri 1 Pematang Siantar students in descriptive text composition.
2. The researcher has made significant findings in response to the research question: "How is the effect of using and not using Think pair share strategy on students' ability in writing descriptive text at Grade VIII in SMP Negeri 1 Pematang Siantar?" Upon analyzing the data, it became evident that the implementation of Think pair share strategy had a notable impact on students' writing proficiency. In the experimental class, the students' average pre-test score was 73.84, which increased to 78.55 in the post-test. Notably, no student in this class experienced a decrease in score or a stagnant score. Similarly, in the control class, where the Think pair share strategy was not utilized, students exhibited mean pre-test score of 65.64, which improved to 75.91 in the post-test. Once again, no student in this class displayed decline or fixed score. Both classes demonstrated an improvement, with the experimental class exhibiting a higher mean post-test score than the control class. Statistical analysis further supports this finding, with an Asymp. Sig (2-tailed) value of 0.000 on Wilcoxon test. The mean rank of learning outcomes (post-test) in the experimental class was 39.00, with a sum of ranks of 1287.00, while the control class had a mean rank of 28.00 and a sum of ranks of 924.00. Based on these compelling results, it can be concluded that both the utilization and non-utilization of the Think pair share strategy have an impact on students' ability to write descriptive texts. However, it is evident that the experimental class, which employed the Think pair share strategy, experienced more significant improvement in their writing abilities compared to the control class at SMP Negeri 1 Pematang Siantar.

Discussions

After extensive research and thorough analysis, the researcher made several significant discoveries that provide valuable insights into addressing the research

problems. Specifically, the researcher has successfully identified whether the implementation of Think Pair Share strategy has effect on students' proficiency in writing descriptive texts. This research was conducted at SMP Negeri 1 Pematang Siantar, with the aim of exploring the effects of utilizing this strategy, both with and without the application of Think Pair Share, on students' ability to write descriptive texts. As noted by Hyland (2002:234), writing is a crucial skill that necessitates the development of writing abilities, as well as a comprehensive understanding of texts, contexts, and audiences. This viewpoint is further supported by Purba and Hutauruk (2022).

As stated by Kagan (in Wardana et al., 2022), the think-pair-share method is an effective cooperative learning strategy that promotes higher-order thinking skills. In this approach, students are encouraged to reflect on specific topic, engage in discussions with their peers, and then share their ideas with the entire group (PURNAMASARI, 2022). This concept is further supported by Candraloka et al. (Flora et al., 2020) in the International Journal of Education and Practice. Their findings emphasize that TPS greatly enhances learning by fostering critical thinking and facilitating collaborative learning experiences (Imran, 2022). The journal also highlights the crucial role of teachers in guiding students towards honing their critical thinking abilities, where they provide guidance in assessing the accuracy of their language usage. Consequently, it is evident that students benefit from structured small-group discussions, which help guide their learning process (Khasawneh & Al-Rub, 2020). Therefore, it is imperative for educators to employ effective strategies, such as the Think-Pair-Share method, in teaching writing skills (Ismayanti & Kholiq, 2020).

Through the use of quantitative method, quasi-experimental research design, and data analysis, this research has successfully demonstrated that students who were taught descriptive text through the think pair share strategy achieved superior results compared to those taught using conventional media. The mean rank of the experimental class utilizing TPS (39.00), which totaled 1287.00, was significantly higher than the mean rank of the conventional media group (28.00) with a total rank of 924.00. The final statistical test, conducted using the Mann Whitney test, served as reliable benchmark for determining the significant impact of the think pair share strategy on students' ability to write descriptive text. To ascertain the validity of the hypothesis, the criterion for acceptance was an Asymp. Sig (2-tailed) output on Mann Whitney test < 0.05 , while rejection was warranted if the output was < 0.05 . Remarkably, the results of Mann Whitney test showed an Asymp. Sig. (2-tailed) value of $0.019 < 0.05$, clearly indicating the acceptance of H_a and the rejection of H_o (Meinawati et al., 2021).

CONCLUSION

The findings of this research provide compelling evidence that the implementation of the Think pair share strategy yields significant effect on students' aptitude for composing descriptive texts. This is substantiated by the notably higher scores attained by students in the experimental class in comparison to those in the control class. Furthermore, the statistical analysis, specifically the Mann Whitney test, demonstrated value of $0.019 < 0.05$, leading to the acceptance of alternative hypothesis and the rejection of null hypothesis. Drawing upon the outcomes of this research and the support from prior research, it can be confidently concluded that the utilizing of Think pair share strategy is highly effective in enhancing students' ability in writing Descriptive text at Grade VIII in SMP Negeri I Pematang Siantar.

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