



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 6 Tahun 2023 Page 8976-8989

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

## The Effect of High Order Thinking Skills and Writing Ability In Descriptive Text at The X Grade of SMA Negeri 3 Pematang Siantar 2023

Deski Ramosta Simanjuntak<sup>1✉</sup>, Bertaria Sohnata Hutauruk<sup>2</sup>, David Togi Hutahaeen<sup>3</sup>

HKBP Nommensen University, Medan, Indonesia

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

### Abstrak

Penelitian ini bertujuan untuk melihat Pengaruh Keterampilan Berpikir Tingkat Tinggi Dan Kemampuan Menulis Dalam Teks Deskriptif Pada Kelas X Sma Negeri 3 Pematang Siantar Tahun 2023. Penelitian ini dilakukan dengan menggunakan desain penelitian kuantitatif kuasi eksperimen. Penelitian ini dilakukan di SMA N 3 Pematang Siantar Tahun Pelajaran 2023/2024. Sekolah ini terletak di Jl. Pane, Kota Pematang Siantar, Sumatera Utara. Populasi sekolah dapat dianggap sebagai kumpulan ruang kelas. Penulis menarik kesimpulan dari populasi tersebut di atas sebagai hasil dari desain penelitian ini. Murid-murid ini dipilih melalui cluster random sampling dan pelemparan kubus. Kemudian penulis langsung memberikan kedua instruksi tersebut, dengan menetapkan kelas pertama sebagai kelas eksperimen (X 1) dan kelas kedua sebagai kelas kontrol (X 2). Berikut ini penjelasan mengenai pola tersebut. Hasil penelitian ini menunjukkan bahwa penggunaan soal keterampilan berpikir tingkat tinggi berhasil meningkatkan kapasitas siswa dalam memproduksi konten tekstual deskriptif. Hal ini didukung dengan hasil tes Mann Whitney atau Assymp yang menunjukkan bahwa siswa kelas eksperimen mendapat nilai lebih tinggi dibandingkan siswa kelas kontrol.  $H_a$  diterima dan  $H_0$  ditolak bila nilai Sig (2-tailed)  $0,003 < 0,05$ . Dapat disimpulkan, berdasarkan hasil penelitian dan didukung oleh beberapa penelitian sebelumnya, bahwa penggunaan soal keterampilan berpikir tingkat tinggi sangat efektif dalam meningkatkan kemampuan siswa dalam menulis teks deskriptif pada kelas Sepuluh di SMA Negeri 3 Pematang Siantar.

Kata Kunci: *Keterampilan Berpikir Tingkat Tinggi, Kemampuan Menulis, Teks Deskriptif*

## Abstract

This research aims to see The Effect Of High Order Thinking Skills And Writing Ability In Descriptive Text At The X Grade Of Sma Negeri 3 Pematang Siantar 2023. This study is being conducted utilizing a quasi-experimental, quantitative research design. This research became conducted at SMA N 3 Pematang Siantar the Academic year 2023/2024. This school is placed at Jl. Pane, Kota Pematang Siantar, Sumatera Utara. The population of the school could be thought of as a collection of classrooms. The author draws conclusions from the above-mentioned population as a result of the design of these studies. These pupils were chosen via cluster random sampling and cube throwing. Then the writer had immediately given those two instructions, designating the first class as the experimental class (X 1) and the second class as the control class (X 2). The following provides an explanation for the pattern. The results of this study suggest that using higher order thinking skills questions is successful in enhancing students' capacity for producing descriptive textual content. That is supported by the Mann Whitney test, or Assymp, results showing that experimental class students scored higher than control class pupils.  $H_a$  is accepted and  $H_0$  is denied when the Sig (2-tailed) value is  $0.003 < 0.05$ . It can be concluded, primarily based on the research results and supported by some prior studies, that using higher order thinking skill questions may be very effective in enhancing students' ability to write descriptive textual content at grade Ten in SMA Negeri 3 Pematang Siantar.

*Keywords: High Order Thinking Skills, Writing Ability, Descriptive Text*

## INTRODUCTION

English is a foreign language in Indonesia. because Indonesia's Junior and Senior High School curricula and syllabus now include English-related themes. Speaking, reading, listening, and writing are the four skills that are fundamental to mastering the English language. Learning to write in a second language is rigorous and challenging. Similar to learning how to write, mastering a writer's native tongue is an essential component of writing instruction that cannot be skipped or avoided (Harahap, 2017).

In step with Brown (In Purnamasari, 2022) With the help of the processes of thinking (gathering ideas), drafting (writing), and rewriting (redrafting), writing is the process of putting thoughts, feelings, and perceptions into words.". Consistent with Hyland (2003:234) "One of the most crucial abilities is writing, which calls for compositional ability in addition to textual, contextual, and reader knowledge. A skill in English other than speaking, listening, and reading is writing. Writing is the process of creating and preserving words in a way that can be read, studied, and understood. Expect It's far medium of human conversation that represents language in a piece of paper. Furthermore, after students studying writing they can find out about how to specific idea, feeling, and thoughts in

written and that they can add their vocabulary (Lestari et al., 2018). In writing activities, students want much vocabulary to assist them to specific their idea, they can also learn greater about good grammatical knowledge because writing is related to grammatical also. Further, writing turns into important skill which is needed to be mastered by means of each student because it may be used as a tool to communicate besides speaking. From the reason above, it is able to be concluded that do conversation with other humans not only accomplished speaking, however additionally through writing.

Writing assignments are a crucial component of language learning for pupils in the classroom. Napitupulu and Kisno (2020:28) state that "some types of English text are commonly used in Indonesia." Brief functional text (notices, invitations, cards, labels, short messages, advertising, letters, emails, and essays) was segregated from the longer content. Examples of helpful textual material include anecdotes, narratives, news items, recounts, spoofs, descriptions, explanations, processes, reports, arguments, conversations, analytical exposition, and hortatory. This is one of the practical texts that is frequently used because descriptive text is a part of the curriculum. Text that describes a person, item, or location's capabilities is known as descriptive text. In step with Wishon and Burks (1998:379) "Descriptive textual content reproduces the way things look, smell, taste, feel, or sound," the declaration reads. Additionally, it could make you feel happy, lonely, or afraid. When writing descriptive content, the author should consider the structure of the present tense. Writing enables us to communicate ideas and information (Sholikhin, 2021).

Richard and Renandya (2022:303) " Writing is the most challenging skill for foreign language learners, yet it is also the most crucial one to acquire," it says." Consistent with Purba and Hauruk (2022:45) "For both native speakers and non-native speakers, mastering the art of writing is one of the most challenging tasks. Additionally, it is the skill that requires foreign language learners to do the most study. Because the writer must be able to write it in a variety of ways, including: content, structure, purpose, readership, language, and expressing emotions and feelings in writing. Although writing is challenging, it should nonetheless be learned as one of the most important language skills. The researcher came to the conclusion that as writing is thought to be the most challenging and uninteresting talent to learn, teachers should have a variety of ways for improving students' writing abilities (Ariyanti & Fitriana, 2017).

Primarily based on the curriculum 2013 and the content material of wellknown syllabus, the best situations of coaching learning English system particularly in writing ability of tenth grade students' is students have to show up or express a few which means

(interpersonal) from some written interactional text and monologue related to the topic of Descriptive text. Any other ideal circumstance is the students have to be able to write simple sentences that associated with the subject of descriptive text. Although writing could be very important for us because the preceding explanation above, it is assumed as a hard problem particularly for the senior high school academic. The reason is because writing is a mixture of ideas, vocabulary and additionally grammar. Heaton in Puspitasari (2007:1) stated that writing ability is more complicated and though to educated; requiring, mastery now not only of grammatical and theoretical devices but additionally conceptual and judgement (Rizkiana & Pulungan, 2020). Due to the difficulties in writing, a few efforts had been executed to remedy the hassle. From the previous explanation it is able to be concluded that writing is a hard difficulty, due to the fact in writing students should percentage idea from their mind It isn't clean to translate idea of their mind to be a written language, and that they have to also be clever to pick and o combine the vocabulary o create something this is significant. The students' perception that writing is a tough subject since they need to pay attention to several elements (concept, vocabulary, and grammar) is quite understandable (Timperley & Parr, 2009).

Based on studies experience that been performed in teching practise at SMA Negeri 3 Pematang Siantar, many senior High School students have issue in composing descriptive text. A few of the writing-related problems they were given included picking the right words or phrases to use in sentences, as well as sentence composition, sentence structure, spelling, phrase deletion, and sentence enhancement. The production of descriptive texts is a challenge for many senior high school pupils. Among the issues they encountered were how to write effectively, particularly when selecting a phrase or word to use within a sentence. Other issues were sentence composition, grammatical errors in structure sentences, spelling, the deletion of phrases, and improving sentences (Primasari et al., 2021). The first problem is students have low of grammar capability, students cannot write the grammar to balance and equality of sentence, the punctuation of it's miles to make readers understand with what writer manner in her or his writing Students are writing sentences containing misplaced modifiers. Students cannot combine their sentences in writing in a good way. Students nevertheless use Indonesian grammar in writing english.

The second problem is student have low vocabulary mastery. Writing is a productive ability which permits the students to produce the ones, the students to produce significant words, phrases, and sentences in written form. To produce the ones, the students should pay interest on their vocabulary due to the fact it's miles one in all factors in writing.

Students may be categorized appropriate writer if they could use sorts of vocabulary in his or her writing. Most of students have low vocabulary mastery to help their writing ability. This trouble reasons on difficulties to carry the records simply and many ambiguities at the sentences they made (Jalaluddin, 2019).

The third problem is students lack knowledge about mechanism of writing. Mechanism of writing related to spellinh, capitalization, punctuation and other matters. Sometime they forget about to position the capital letter within the first their letter of writing. Similarly, after the sentences ended by way of full stop mark and begin to come to next sentences. Besides, students often forget to give up the sentence by placing length, students can not write English sentences by means of correct spelling, students do now not writing comma in the middle of sentence. In addition, students have poor handwriting, and other things. The last problem is students' have low high order thinking skills. High order thinking skills also may be said as a way how to analyze, evaluate, and create (Magnifico et al., 2019). Most of students when they write, they've problem to express their idea in written form. student can not examine, evaluate, and create their writing very well. So, they get low score and their writing isn't well. The use of higher order thinking skill (HOTS) questions in studies is one way that teachers can cultivate students' minds and foster their imaginations when they are writing on exam content.

The higher order thinking skill (HOTS) learning strategy is viewed as a welcome technique for improving pupils' ability to write while honing their thinking abilities. One study of strategies in the form of motion plans that includes the employment of strategy and usage of distinct resources/strengths internal learning is higher order thinking skill analyzing. This methodology for learning has a series of study phases that can be used to improve the method and the outcomes of the student analysis. Higher order thinking abilities in English language education enable students to more easily assess English language, notably in writing ability. Further Collins (1991) claim that kids' writing capacity will be developed by integrating higher order thinking skills with language study (Setyarini et al.,2018) Additionally, writing skills may be very helpful in communication because it can be difficult to communicate with others. This is where writing abilities come into play. Writing ability affects a student's ability to express and present data ideas correctly. When writing skills and higher order thinking abilities are combined, the student will be better able to convey their ideas in writing (Sari, 2018).

This study aims to find out more about how higher order thinking skills (HOTS) and writing ability affect descriptive language. Because they believe that students must use these

skills in order to write successfully, the researcher is interested in examining the association between high order thinking skills (HOTS) and writing ability (Khoirunnisya, 2017). The researcher is more explicit about writing skills in the descriptive text. Therefore, the researcher will conduct the research entitled " the effect of High Order Thinking Skills and writing ability in Descriptive Text at the X grade of SMA Negeri 3 Pematang Siantar 2023.

## RESEARCH METHOD

This study is being conducted utilizing a quasi-experimental, quantitative research design. As stated by Ary (2010:22). In order to obtain numerical data for questions or to test hypotheses that have already been established, quantitative research uses objective measurement. The broad classification of quantitative research as experimental or non-experimental is based on an experimental design, which is the overall plan for conducting a study with an active independent variable (Ary, 2010:301). The study's internal validity, or the ability to make trustworthy deductions about how an experimental intervention affects the dependent variable, is critically influenced by the design. It denotes a sort of study that uses an experimental design to find out how one variable influences another.

The population is the set of individuals the author is attempting to generalize about. A population is a group of people who exhibit similar characteristics. The population of the school could be thought of as a collection of classrooms. The author draws conclusions from the above-mentioned population as a result of the design of these studies. These pupils were chosen via cluster random sampling and cube throwing. Then the writer had immediately given those two instructions, designating the first class as the experimental class (X 1) and the second class as the control class (X 2). The following provides an explanation for the pattern (Niño & Páez, 2018).

The research instrument became a device used by researcher to collect records and decide how well students can write descriptive text. Ary et al. (2010:201) said that a test is probably given a hard and fas of numerical ratings. The researcher gives the study's participants a written or essay test. The two different types of exams are the pre-test and post-test. Each assessment also tested students' center and foundational skills as well as grade-level competency through descriptive texts (Irsa, 2019).

Both the experimental and control groups received distinctive treatments.the experimental group turned into taught with an inverted class model, at the same time as the control group turned into taught without an inverted class model. A post-test is a test that is administered following therapy or a teaching/learning process. It is used to gauge

how well the treatment is working (Oktarina et al., 2022). Additionally, those two groups received it: classes used as controls and experiments. For the post-test, the author additionally used a similar written test that challenged the students to create descriptive language. Students are required to produce descriptive writings simultaneously and in accordance with the same guidelines for both the pre-test and the post-test (Alfaki, 2015). However, "My Friend" is the topic of the descriptive textual material in both the pre-test and the post-test.

## RESULT AND DISCUSSION

In this chapter, the researcher might present the end result of the researcher. It includes data analysis after collecting student data, namely the pre-test and post-test of every sample, namely the experimental class and the control class (García Santalla, 2022). Then the researcher concluded in the findings, and hypothesis testing then synthesizes the outcomes in the discussion part.

### Data

In this research, the researcher showed :

- a. The data provides findings from 2 sample X1 and X2 .and class write the descriptive text, writing test results from the experimental class (X 1) and the control class ( X 2), which each included 35 students. This made a total of 70 students take the test. Students answered pre-test questions with the theme : my friend and the same with post-test. Each test was calculated using the theory of assesment of writing by brown (2001 : 256), which had a content aspect with a score range 1-4 and assesment weight multiplied by 3, Organization with a score range of 1-4 and a weight multiplied by 2, grammar with a score range of 1-4 and the weight multiplied by 3, vocabulary with the score range 1-4 and the weight multiplied by 1.5 and mechanics with the value range 1-4 and the weight multiplied by 1.5. the number of students scores for each test was divided by 40 and 100, so that, it had a minimum value of 0 and a Maximum of 100.
- b. Then the reseracher presents a table data analysis from the pre-test and post-test experimental and control class
- c. The researcher might be summarized in the findings part.
- d. The researcher concluded the hypothesis testing
- e. Then, the researcher synthesizes the outcomes in the discussion part.

## Data Analysis

For this quantitative research, the pre-test and post-test of each sample (the experimental class and the control class) were gathered, and then statistics analysis became necessary (Hanif, 2016). Using a quasi-experimental research methodology, the researcher compiled the results of students' writing assessments on descriptive text content, which were calculated using the writing assessment criteria. This chapter presents the results of the students' writing assessments on descriptive texts from the experimental class and the control group. These evaluations were conducted both before and following the therapy.

## Descriptive Analysis

The use of statistical analysis enabled the explanation and description of research data, including its quantity, maximum, minimum, average, and other properties.

Table 1. Descriptive Statistics

|                      | N  | Minimum | Maximum | Mean  | Std. Deviation |
|----------------------|----|---------|---------|-------|----------------|
| pre-test experiment  | 35 | 50      | 95      | 69,63 | 10,421         |
| post-test experiment | 35 | 62      | 100     | 82,57 | 9,888          |
| pre-test control     | 35 | 35      | 80      | 67,97 | 11,676         |
| post-test control    | 35 | 50      | 96      | 80,17 | 11,774         |
| Valid N (listwise)   | 35 |         |         |       |                |

From the table above it could be seen:

- a) N was the number of students in the class, namely 35 students per class.
- b) The minimum score for the experimental class pre-test was 50, the maximum score was 95, the average was 69,63 which means the overall mean of the overall rating of the pre-test experimental. and the Standard deviation was 10,421 which means that the information organization to the mean pre-test experimental.
- c) The minimum score for the control class pre-test was 35, the maximum score was 80, the average was 68,47 which means overall total rating for the pre-test control group and the Standard deviation was 11,338, which means that the information organization of the pre-test control while the minimum score for the post-test control class was 50, the maximum score was 96, the average was 80,17 which means overall total rating for the post-test control group, and the Standard deviation was 11,774. Which means that the information organization of the post-test control group (Sun & Yin, 2022).

## Normality Test

When performing paired sample t-test and independent pattern t-tests in parametric statistical analysis, normal statistics become a need. The importance value turned into a metric used in the normality test. Both the Kolmogrov-Smimov test and the Shapiro-Wilk test indicate that the statistics is normal if the importance stage is 0.05 the difference between the use of the 2 test is within the range of samples used. If the sample is fewer than 50, the Shapiro Wilk is more appropriate for use within the normality test, but if the sample is more than 50 use Kolmogrov-Smimov so that the results are more accurate.

Table 2. Test of Normality

| Class                     |                        | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|---------------------------|------------------------|---------------------------------|----|------|--------------|----|------|
|                           |                        | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| student learning outcomes | pre-test experimental  | ,168                            | 35 | ,014 | ,947         | 35 | ,091 |
|                           | post-test experimental | ,237                            | 35 | ,029 | ,909         | 35 | ,007 |
|                           | pre-test control       | ,281                            | 35 | ,107 | ,790         | 35 | ,013 |
|                           | post-test control      | ,210                            | 35 | ,045 | ,849         | 35 | ,215 |

a. Lilliefors Significance Correction

The statistics, df and sig., for the Shapiro-Wilk Kolmogorov-Smimov tests could be seen in the table above. If the significant value (Sig) on the Kolmogrov-Smimov test and Shapiro-Wilk test were larger than 0,05, the research data was considered to be abnormal. The data in this research was more than 50 data, so the focus was on the significant value (Sig.) on the Kolmogrov- Smimov (Rahmadani et al., 2021).

The results of the normality test above a could be seen:

- a. The experimental pre-test value on the Kolmogrov-Smimov test got score in Sig (0,014) which means were larger than 0,05 it means the data was considered to be abnormal
- b. The experimental post-test value on the Kolmogrov-Smimov test got score in Sig (0,029) which means were larger than 0,05 it means the data was considered to be abnormal
- c. The pre-test control class value on the Kolmogrov-Smimov test got score in Sig (0,107) which means were larger than 0,05 it means the data was considered to be abnormal
- d. The post-test control class value on the Kolmogrov-Smimov test got score in Sig (0,45) which means were larger than 0,05 it means the data was considered to be abnormal

- e. The significant value (Sig.) on the Kolmogrov- Smimov and Shapiro- Wilk tests were less than 0,05, it could be concluded if the data was abnormal and the Wilcoxon test and Mann Whitney test was carried out.

#### Paired Sample T-test or Wilcoxon Test

The Wilcoxon test was conducted since the results of the preceding tests suggested that the data were anomalous. This test was used to determine whether the means of two matched samples (which received different treatment) were different.

Table 3. Wilcoxon test

|   |                | N               | Mean Rank | Sum of Ranks |
|---|----------------|-----------------|-----------|--------------|
| post-test experiment<br>- pre-test experiment | Negative Ranks | 0 <sup>a</sup>  | ,00       | ,00          |
|   | Positive Ranks | 35 <sup>b</sup> | 18,00     | 630,00       |
|   | Ties           | 0 <sup>c</sup>  |           |              |
|   | Total          | 35              |           |              |
| post-test control -<br>pre-test control       | Negative Ranks | 0 <sup>d</sup>  | ,00       | ,00          |
|   | Positive Ranks | 35 <sup>e</sup> | 18,00     | 630,00       |
|   | Ties           | 0 <sup>f</sup>  |           |              |
|   | Total          | 35              |           |              |

#### Hypothesis Testing

For the test criteria, Ha was accepted if the output of Asymp. Sig (2-tailed) in paired sample t-test or Mann Whitney < 0.05. if seen from the table above, the Assymp. Sig(2-tailed) was 0.003 < 0.05, then Ha was accepted and H0 was rejected.

#### Findings

After carrying out the data analysis process, numerous findings had been received that might answer reseach problems.

1. The researcher finds finding to answer reseach problem, "does Higher order thinking skills questions significantly effect at the students' ability in writing descriptive test at grade ten of SMA Negeri 3 Pematang Siantar?" in the data analysis, It is found that the Assymp value. Sig (2-tailed) on the Mann Whitney test is 0.003 < 0.05. it becomes the conventional teaching significantly affect the students' ability at SMA Negeri 3 Pematang Siantar in writing descriptive text (Yuni, 2022).
2. The researcher finds finding to answer research problems, "what are the effects of using and without using Higher order thinking skills on the students' ability in writing descriptive text at grade Ten in SMA Negeri 3 Pematang Siantar?". In the data analysis

it is found that there are several effects that occurred in the samples that use and do not use Higher order thinking skills questions on the students' ability in writing descriptive text. In the experimental class, the average score of the pre-test is 69,63 and the post-test is 82,57 and no students experienced a decrease in grades (negative rank) or statistic score (ties).

3. According to the aforementioned data, it can be concluded that using higher order thinking skills (questions) as a strategy and not using one has an impact on students' abilities to write descriptive texts, however the experimental class (the class that keeps a higher order thinking skills questions) has a more significant impact than the class that do not use a higher order thinking skills questions on students' ability to write descriptive text at grade ten in SMA Negeri 3 Pematang Siantar.

## Discussion

The end result of this research based on the research problem, the researcher find the solution to the research problem, particularly to find out if higher order thinking skills questions significantly affected the students' ability in writing descriptive text and see the effect the use of and without use of the higher order thinking skills questions on the students' ability in writing descriptive text at SMA Negeri 3 Pematang Siantar. Writing turns into an important skill which is needed to be mastered by means of each student because it may be used as a tool to communicate besides speaking. From the reason above, it is able to be concluded that doing conversation with other humans not only accomplished speaking, however additionally through writing. Based on studies experience that been performed in teaching practice at SMA Negeri 3 Pematang Siantar, many senior High School students have issue in composing descriptive text (Rahmadani et al., 2021). A few of the writing-related problems they were given included picking the right words or phrases to use in sentences, as well as sentence composition, sentence structure, spelling, phrase deletion, and sentence enhancement.

The result of this research is same with the previous researcher that concluded by Yusuf (2016), Maria Reforma Putri Reforma Putri (2019), Rais et al., (2020), Lasta Duinarti Sianturi (2020), Irnansyah Irnansyah (2020), Firda az Zahra (2020), Ernis Sholikah et al., (2021). Where in their researches, they concluded that the higher order thinking skills effects the students' ability in writing descriptive text. This proves that higher order thinking skills effect the students' ability at SMA Negeri 3 Pematang Siantar in Writing Descriptive text.

## CONCLUSION

The results of this study suggest that using higher order thinking skills questions is successful in enhancing students' capacity for producing descriptive textual content. That is supported by the Mann Whitney test, or Assymp, results showing that experimental class students scored higher than control class pupils.  $H_a$  is accepted and  $H_0$  is denied when the Sig (2-tailed) value is  $0.003 < 0.05$ . It can be concluded, primarily based on the research results and supported by some prior studies, that using higher order thinking skill questions may be very effective in enhancing students' ability to write descriptive textual content at grade Ten in SMA Negeri 3 Pematang Siantar..

Using higher order thinking skills questions and conventional teaching for students to write descriptive texts has the equal effect, but the use of higher order thinking skills questions is proven to be greater efficient, because they're essential and create thinking. High order thinking skills (HOTS) is a way questioning difficult to get detail data and sincerely. In addition, it skills to analyze, examine and create. through high order thinking skills questions students can be much less complex to understand the idea of learning technique, be conscious to problems that occur as a way to apprehend and can solve the problem, and students can practise, examine, and create the idea in precise conditions. It assists student in finding strategy to their concept, mainly while descriptive texts.

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