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## Analysis Grammatical Error Writing Narrative Made By The Ninth Grade Students Of SMP HKBP Sidorame

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### Abstrak

Penelitian ini berjudul "An Error Analysis on The Use of Simple Past Tense in Writing Narrative at The Ninth Grade Student of SMP HKBP Sidorame". Tujuan penelitian ini untuk mengetahui jenis kesalahan tata bahasa dan faktor yang menyebabkan kesalahan dalam tata bahasa yang dilakukan oleh siswa kelas sembilan SMP HKBP Sidorame. Rancangan penelitian menggunakan penelitian deskriptif kualitatif yang dilakukan di kelas sembilan SMP HKBP Sidorame dan melibatkan kelas IX yang dibagi menjadi 2 bagian sebagai kelompok eksperimen dan kelompok kontrol dengan teknik yang berbeda: sampel penulisan dan kesalahan tata bahasa lampau. Peneliti ingin mengetahui kesalahan yang sering dilakukan oleh siswa dalam tata bahasa inggris. Total peserta penelitian yaitu 90 siswa. Kelompok eksperimen terdiri dari 25 siswa. Tes yang diberikan berupa statistik deskriptif dan inferensial. Hasil penelitian menunjukkan bahwa kata kerja regular bentuk lampau terdiri dari 45% dari total kesalahan. Akibat dari kesalahan tata bahasa yang umum terjadi adalah siswa tidak memahami hingga dapat memahaminya. Akhir penelitian bertujuan agar siswa mampu menggunakan bentuk lampau dalam kegiatan sehari-hari untuk meningkatkan dan membantu guru dalam belajar. Pemahaman komprehensif terkait tantangan tata bahasa siswa membantu menginformasikan strategi pengajaran yang ditargetkan untuk mengatasi masalah khusus secara efektif dan meningkatkan keterampilan menulis naratif siswa

Kata Kunci: *Analisis Tata Bahasa, Penguasaan Bahasa, Kata Kerja Lampau*

## Abstract

This thesis is about "An Error Analysis on The Use of Simple Past Tense in Writing Narrative at The Ninth Grade Student of SMP HKBP Sidorame". The object of the study is to find out the types of grammatical errors and what factors led to grammatical errors made by ninth grade students of SMP HKBP Sidorame. The research design of this study was qualitative descriptive research that was completed at the ninth grade of SMP HKBP Sidorame and involved into two groups include IX as the experimental and control groups with the different techniques: writing samples and past tense grammatical errors. The researcher want to know what errors were mostly made by the students in grammar. The totals of participant was 90 students. The experimental group consist 25 students. The test was given in descriptive and inferential statistics. The results of this study showed that the regular past tense verb that consists of 45% of the total errors. The result of grammatical errors commonly from student did not understand to get comprehend. Solving to the research aims to student must using past tense in daily activity to improve and helping by teacher to study. This comprehensive understanding of the students' grammatical challenges can help inform targeted instructional strategies to address these specific issues effectively and enhance their narrative writing skills.

Keyword: *Grammatical Analysis, Language Mastery, Simple Past Tense*

## INTRODUCTION

In an increasingly interconnected global world, the ability to speak a foreign language, particularly English, has become an undeniable necessity. English has become the common international language used in various fields, such as business, technology, tourism, and diplomacy. Therefore, the inclusion of narrative text in the curriculum is necessary for ninth-grade students (Jalaluddin, 2019).

In the process of learning English, one challenging aspect for students is mastering grammar and tense usage. One important form of tense is the simple past tense, which is used to express events and actions that occurred in the past. The use of this tense is particularly relevant in narrative writing, where students are expected to convey stories or past experiences accurately (Rizkiana & Pulungan, 2020). However, in real classroom experiences, many students encounter difficulties in applying the simple past tense correctly in their narrative writing. They often make grammar mistakes, such as choosing the wrong past tense of verbs, not using the appropriate auxiliary verbs, or making errors in sentence structures.

The issue of students' difficulties in using the simple past tense in narrative writing is the primary focus of this research. The researcher aims to identify the types of grammar errors frequently made by ninth-grade students at SMP HKBP Sidorame and analyze the factors that contribute to these errors. With a deep understanding of these mistakes, teachers and curriculum designers at SMP HKBP Sidorame can develop more effective and targeted

teaching strategies to help students overcome difficulties in using the simple past tense in their narrative writing (Niño & Páez, 2018).

This research also aims to make a meaningful contribution to the development of English language education at SMP HKBP Sidorame. By gaining a deeper understanding of the challenges faced by students in using the simple past tense, it is hoped that teachers can provide more effective guidance and support to improve students' language abilities. Moreover, the findings of this research can serve as a basis for designing English language learning programs that are more adaptive and student-centered, empowering students to become more confident and skilled in written communication in English, especially in narrative writing (Magnifico et al., 2019).

Writing a tale can actually be pretty simple because it can take the form of a previous experience that we have had. A narrative text, according to Anderson (Anderson & Anderson, 1997:8), is a piece of writing that tells a tale. A narrative engages or educates the reader or listener by presenting a worldview. A narrative text can be defined as a piece of writing that narrates a story or experience. Narrative texts contain a variety of text genres, including themes, narratives, characters, and places (Irsa, 2019). The goal of story writing is to amuse readers or listeners. Narrative writing is commonly seen in novels, short stories, fables, and fairy tales (Fitriani & Zaiturrahmi, 2022).

In this situation, children learning to write narrative texts may make a lot of grammatical mistakes, particularly when writing the simple past tense. The simple past tense, according to Betty Azar (Khoirunnisya, 2017), is used to discuss events or circumstances that started and finished in the past. Because a narrative entails writing about a series of previous events, the simple past tense is utilized in narrative writing. According to the writer's early research at SMP HKBP Sidorame, this mistake frequently occurs, and students—particularly ninth-graders—have trouble using the simple past tense correctly and struggling to correct it (Ismayanti & Kholiq, 2020). The researcher is thinking of studying the mistakes in order to help students learn from and understand their issues with utilizing the simple past tense. As a result, the kids won't make the same mistake or repeat the same mistake (Sholikhin, 2021).

The researcher would want to conduct a study titled "An Error Analysis on The Use of Simple Past Tense in Writing Narrative at The Ninth Grade Student of SMP HKBP Sidorame" in light of the aforementioned issue.

## METHOD

The qualitative research approach using descriptive qualitative would be used in this study. This study aims to provide insights into the analysis of past tense grammatical errors in narrative writing produced by ninth-graders at SMP HKBP Sidorame, making the qualitative technique the most suitable choice. Sugiyono asserted that qualitative research is descriptive, indicating that data was gathered using words rather than numbers (2013:13).

Gay (IN Khasawneh & Al-Rub, 2020) described qualitative research as the collection, analysis, and interpretation of large amounts of narrative and visual data to explain a phenomenon. Additionally, Bogdan & Biklen (In Wardana et al., 2022) stated that qualitative research focuses on the nature of interactions, pursuits, circumstances, or materials. The goal of qualitative research is to advance a thorough understanding of a certain phenomenon, such as an environment, a process, or even a belief. In this study, the researcher gathered, examined, and analyzed the data before describing it. The researcher was discuss the dominating error and past tense grammatical errors committed by the ninth-grade students at SMP HKBP Sidorame.

By employing the qualitative approach, the researcher can delve deeply into the narrative writing samples and gain a comprehensive understanding of the specific past tense grammatical errors made by the students (Lisnora Saragih & Sirait, 2022). The descriptive nature of qualitative research allows for a rich and detailed analysis, providing valuable insights into the language learning challenges faced by the students in using the simple past tense in their writing. The use of the qualitative descriptive approach in this study allows for an in-depth examination of past tense grammatical errors in narrative writing by ninth-grade students at SMP HKBP Sidorame. The focus on understanding the nature and patterns of these errors was contribute to a better understanding of language learning difficulties and inform effective instructional strategies to address these challenges (Imran, 2022).

The ninth-grade students of SMP HKBP Sidorame was make up the population of this study. 90 pupils from 3 courses make up the group. For this study, a deliberate sampling method was be used to select a smaller portion of the population as the sample. The researcher was select ten students from each class, resulting in a sample size of 25 students.

The ninth-grade students at SMP HKBP Sidorame's narrative writing test was serve as the primary data source for this study. The researcher was present the pupils with the topics "True Friends" and "The Story of Toba Lake" in this instance. The pupils was next be instructed to create a narrative piece on a theme of their choice.

The procedure of collecting the data was be done as follows:

1. The collecting would select a sample of 25 students from the population.

2. The requesting would request the class's consent to serve as the sample population for the research study.
3. The researching would proceed with the preparation of the instrument.
4. The researching would enter the classroom, encompassing classes A, B, and C.
5. The researching would provide an explanation to the subjects (students) regarding the tasks they was undertake.
6. The researching would administer the writing assignment to the students and provide an explanation of the guidelines.

The researching would gather the written works of the students for the purpose of analysis.

After collecting accurate and trustworthy data from the source using the appropriate approach for subsequent modification and interpretation, the writer would extract the relevant and important information concealed in the data. Extracting useful information from data requires performing a series of calculations and assessments known as data analysis (Dalle, 2019).

A systematic procedure of searching and organizing the data sources and other material that has been gathered to allow the researcher to arrive at conclusions was referred to as data analysis (Fidriani et al., 2021). The methodology utilized to analyze the data was error analysis, which in this situation meant testing students' command of writing narratives in the simple past tense.

## RESULTS AND DISCUSSION

### Data

In this chapter, we was provide a detailed analysis of the data collected from 25 ninth-grade students at SMP HKBP Sidorame. The data was gathered through a narrative writings test that aimed to assess the students" proficiency in using past tense grammatical structures in their narratives.

### Data Analysis

#### Types of Errors

After collecting the data, the researcher analyzed and indentified the data. Then the researcher categorized the types of errors. Especially in the surface strategy taxonomy with its parts such as addition and missordering. The researcher explained and evaluated each type of error: additions and misordering (Fauziyah et al., 2022).

#### Additions

By rectifying these errors, the corrected version transforms the sentence into a grammatically accurate and coherent statement: "He did some gardening and fishing for his daily life." The significance of addressing these errors lies in their potential to confuse readers and weaken the overall impact of the narrative. Inaccurate additions can hinder effective communication and hinder the writer's ability to convey their intended message clearly. By pinpointing such issues, educators can provide targeted guidance to help students enhance their language skills and produce more polished written work.

The correction introduces the definite article "The" before "biggest catch," providing the needed specificity and grammatical completeness. Instead of "which," the corrected sentence employs the descriptive phrase "the biggest catch." This change ensures that the noun phrase directly conveys the intended meaning without relying on a relative pronoun.

#### Misordering

Data Analysis: The original sentence contains incorrect word ordering, resulting in a grammatically inaccurate structure. The original sentence has words arranged in an improper sequence. The verb "proposed" is followed by the infinitive phrase "to have a wife," which lacks logical coherence within the context. This misordering hinders the accurate transmission of the intended meaning. The intended message of the sentence is likely to convey that an individual is proposing marriage to a woman. However, the phrase "to have a wife" implies that the person being proposed to should possess a wife, which is contradictory to the intended implication. The corrected version, "Proposed to her to be his wife," rectifies the word order, ensuring a meaningful and grammatically sound sentence. The revised phrase "to be his wife" clarifies that the proposal pertains to the individual becoming the speaker's wife. Addressing such word ordering inaccuracies is pivotal for language learners, as it heightens communication clarity and efficiency. By identifying and rectifying these errors, students learn to structure their sentences logically and precisely, enriching their writing quality.

Data Analysis: The original sentence exhibits a misordering error, specifically involving the use of verb forms. The misordering error arises from the use of the gerund form "bringing" following the verb "help." In proper English sentence structure, the verb "help" should be followed by the base form of the verb, which is "bring." The original sentence does not adhere to this structure, leading to grammatical inaccuracy. The intention of the sentence is to convey that the daughter aids in carrying lunch to her father in the fields. However, the usage of "bringing" instead of "bring" disrupts the intended meaning due to improper word ordering. The correction, "This daughter would help bring lunch to her father out in the fields," aligns with correct English sentence structure. By using the base form "bring" after "help," the sentence maintains proper sequence and grammatical accuracy. Addressing misordering

errors and verb form misuses is pivotal for language learners. These errors hinder clear communication and conveyance of intended messages. Learning to correctly order words and verb forms contributes to improved language skills and effective writing.

Original Sentence: "bringing lunch to her father out in the fields"

Corrected Sentence: "Bringing lunch to her father out in the fields."

Data Analysis: The original sentence and its corrected version involve a case of misordering. The original sentence appears to be a fragment, lacking a subject and a verb. The gerund phrase "bringing lunch to her father out in the fields" is not structured as a complete sentence. It seems to be part of a larger narrative but is presented in a fragmented form. The corrected version, "Bringing lunch to her father out in the fields," maintains the gerund phrase but now presents it as a complete sentence. The subject "Bringing lunch to her father out in the fields" and the implied verb "is" or "was" provide coherence to the sentence. This analysis highlights the importance of constructing complete sentences that have a clear subject and verb. Incomplete or misordered sentences can confuse readers and disrupt the flow of the text. It's important for students to learn how to structure their writing to ensure clear communication.

Original Sentence: "The man made the deal and they got married, lived happily, and had a daughter." Corrected Sentence: "The man made the deal, and they got married, lived happily, and had a daughter."

Data Analysis: The original sentence and its corrected version involve a misordering error. Misordering: The original sentence presents a sequence of events in a way that might confuse readers due to the lack of proper punctuation. The sentence combines multiple actions without adequate punctuation to separate them clearly. The lack of punctuation disrupts the clarity of the narrative flow. The corrected version introduces a comma after "made the deal." This punctuation accurately separates the distinct actions within the sentence: making the deal, getting married, living happily, and having a daughter. The comma helps create a clear and orderly sequence of events. This analysis emphasizes the importance of proper punctuation for conveying meaning and maintaining clarity in writing. Correctly using punctuation marks, such as commas, helps readers understand the relationships between different elements of a sentence.

Original Sentence: "One day, his daughter were so hungry that she ate her father's lunch"

Corrected Sentence: "One day, his daughter was so hungry that she ate her father's lunch."

Data Analysis: The original sentence and its corrected version involve a misordering error. Misordering and Verb Agreement: In the original sentence, the verb "were" is used incorrectly with the subject "daughter." The subject "daughter" is singular, so the verb should be "was" to maintain proper subject-verb agreement. The corrected version changes "were" to "was" to correctly agree with the singular subject "daughter." This correction ensures grammatical accuracy and maintains proper sentence structure. The corrected version maintains the intended meaning of the sentence, which is that the daughter was very hungry and thus ate her father's lunch. The correction enhances the clarity of the sentence by using the appropriate verb form.

Incorrect: "The mother started crying, feeling sad that her husband had broken his promise."

Data Analysis: The original sentence and its corrected version involve a subtle distinction in the choice of conjunction. The original sentence uses the conjunction "that" to connect the mother's feelings to her husband's broken promise. However, "that" does not convey a clear causal relationship between the two actions. It might imply that the act of feeling sad caused her husband's broken promise, which is not the intended meaning. The correction replaces "that" with "because," which establishes a more explicit cause-and-effect relationship. This change clarifies that the mother's sadness is a result of her husband's broken promise, which aligns with the intended meaning. The correction improves the logical flow of the sentence by providing a more coherent connection between the actions. It ensures that readers accurately understand the reason behind the mother's sadness.

### Error in Misordering

The "Misordering" category encompasses errors where the arrangement of words or phrases within sentences is incorrect, leading to issues in clarity and coherence. Among the collected dataset of 27 errors, a substantial majority of 25 errors belong to this category. This indicates that "Misordering" errors are the most dominant in the writing samples analyzed.

### Research Findings

Generally, errors in additions occur when unnecessary words or phrases are added to a sentence, leading to grammatical inaccuracies or awkward sentence structures. Students may add extra words that disrupt the flow and clarity of their writing. Providing specific examples of these errors and discussing their impact on the overall meaning and coherence of the sentences would enhance the analysis. These errors occur when the words in a sentence are not arranged in the correct order, leading to confusion and a lack of coherence in the writing.

Tabel 1. Percentage of Errors

No	Types of Error	Number of Errors	Percentage (%)
1	Errors in Additions	2	7.41 %
2	Errors in Misordering	25	92.59 %
	Total	27	100%

Misordering can affect the logical flow of ideas and make the text difficult to understand. It's important to analyze specific examples of misordering errors and explain how they impact the clarity and meaning of the sentences. The fact that "Errors in Misordering" constitute the majority (25 out of 27) of the observed errors suggests that students struggle with maintaining proper word order and sentence structure. This can result in disjointed and confusing writing. Misordering errors can make it challenging for readers to follow the narrative or argument being presented. It's crucial for students to recognize the significance of proper sentence structure and word order in conveying their ideas effectively. On the other hand, the presence of only 2 errors in the "Errors in Additions" category indicates that students may have a better grasp of avoiding unnecessary additions that could disrupt sentence coherence.

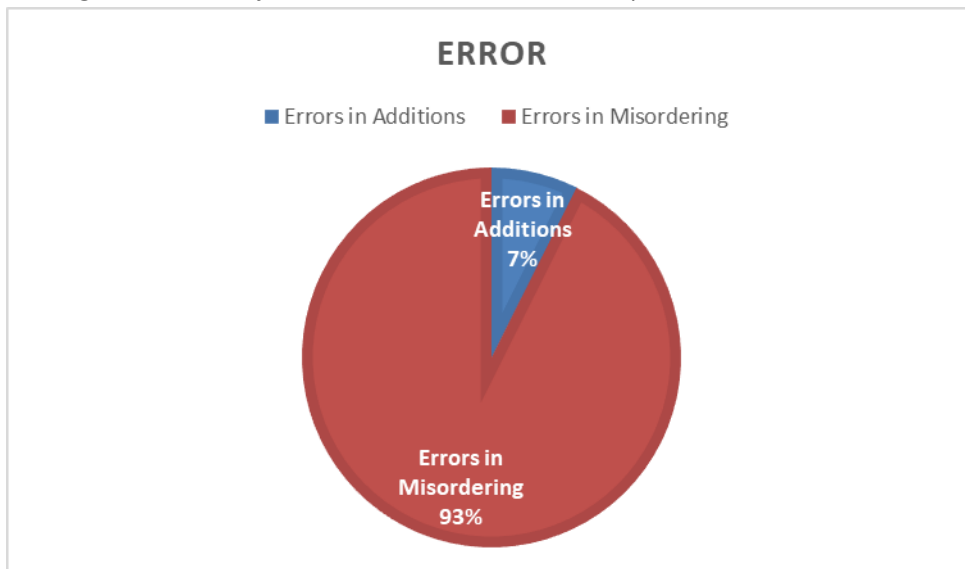


Figure 1. ERROR

## Discussions

Upon the completion of the identification and categorization of data by the error analysis process, the researcher aims to delve into a discussion of the findings explored within this section. The goal of this discussion is to address the research question posed in the initial problem statement.

As mentioned in the preceding chapter, the primary data source for this study comprises the narrative paragraphs written by students. The study unveiled numerous types of errors within these written narrative paragraphs (Jalaluddin, 2019). These errors stemmed from

students" limited grasp of the conventions of English writing (Rizkiana & Pulungan, 2020). This deficiency in understanding led to the occurrence of various errors in their written work.

Norrish (In Fitri et al., 2022) highlighted that errors encompass systematic deviations from the established norms of the target language. This implies that errors can emerge due to human factors inherent in the process of mastering a new language. Factors such as memory limitations, psychological challenges, and a lack of comprehension regarding subject matter can contribute to the occurrence of errors. In this section, the researcher analyzed these systematic deviations that stray from the accepted structure of the target language (Irsa, 2019). The kinds of errors in writing narrative paragraph

Identifying the student's error

During the data analysis phase, the researcher recognized the errors made by the students. Following the identification of these errors, it became evident that 25 students had committed mistakes in writing narrative texts. This conclusion was drawn based on the outcomes of the research data (Meinawati et al., 2021).

Classifying the student's error

James" theory (in Sholikhin, 2021) categorized writing errors into four distinct types. These categories encompass errors categorized as the Error of Omission, the Error of Addition, the Error of Misformation, and the Error of Misordering.

The prevailing mistake in composing narrative paragraphs

As the findings indicate, the researcher computed the percentage associated with each type of error detected within the students" narrative paragraph writing, particularly concerning the utilization of past tense (Febriyanto & Yanto, 2019).

From this study, it is evident that grammatical errors frequently arise because students struggle to fully comprehend the process of identifying, describing, and explaining sentences in the past tense. To address this, the research suggests that students should incorporate the use of past tense in their everyday activities to enhance their proficiency. Furthermore, teachers play a crucial role in assisting students through effective guidance and instruction (Khoirunnisya, 2017).

## CONCLUSION

1. The study found that among the ninth-grade students of SMP HKBP Sidorame, the most dominant type of grammatical error was related to misordering of words within sentences. This error type constituted approximately 92.59% of the observed errors. This suggests that students struggle with maintaining proper sentence structure and word order, leading to a

lack of coherence and clarity in their writing. The prevalence of misordering errors could be attributed to limited emphasis on sentence structure and syntax in the English curriculum. Additionally, errors related to past tense usage, both regular and irregular forms, were present, accounting for about 7.41% of the errors. This indicates that students may have a need for more focused instruction and practice in understanding and applying tense usage and verb conjugation rules.

2. Several factors contributed to the grammatical errors observed among the ninth-grade students:
  - a. Limited Exposure to English: With minimal exposure to English outside the classroom, students lack opportunities to practice and internalize correct language usage in real-life contexts, impeding language development.
  - b. Insufficient Practice: Inadequate practice within the classroom environment in constructing sentences, forming coherent paragraphs, and using different tenses can lead to difficulties in applying these concepts in writing.
  - c. Lack of Clear Instruction: Unclear or insufficient instruction on grammar rules and sentence structure might result in misunderstandings and errors. Explicit and targeted teaching of grammatical concepts could address this issue.
  - d. First Language Influence: The influence of students' first language on their English writing may lead to errors in tense usage, word order, and sentence structure, as they directly translate sentence structures from their native language to English.
  - e. Absence of Individualized Feedback: Lack of personalized feedback on writing prevents students from recognizing and rectifying their errors. Constructive feedback is vital for improving language skills.

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