The Effect of Using Scientific Approach Method in Writing Analytical Exposition Text At Grade Eleven Students of SMA Negeri 3 Pematang Siantar

Yohana Vatricia Salamanang[1*], Melda Veby Ristella Munthe[2], Leonita Maria Efipanias Manihuruk[3], David Hutahean[4]

[1,2,3,4] Faculty of Teacher Training and Education, HKBP Nommensen Pematangsiantar University, Indonesia

e-mail: yvatricia@gmail.com[1], meldavebyristellamunthe@gmail.com[2], manuhuruknita@gmail.com[3], davidhutahaean138@gmail.com[4]

Abstrak

Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan metode pendekatan saintifik dalam menulis teks eksposisi analitis pada siswa kelas XI SMA Negeri 3 Pematang Siantar. Penelitian ini berfokus pada pengaruh penggunaan metode pendekatan saintifik untuk membantu siswa menulis teks eksposisi analitis bertema pemanasan global. Penelitian ini menggunakan penelitian kuantitatif dengan desain penelitian kuasi eksperimen. Populasi penelitian ini adalah siswa kelas XI SMA Negeri 3 Pematang Siantar yang berjumlah 256 siswa. Sampel penelitian ini dibagi menjadi dua kelas, yaitu kelas eksperimen (XI IPA 4) berjumlah 36 siswa yang menggunakan metode pendekatan saintifik dan kelas kontrol (XI IPA 5) berjumlah 36 siswa yang menggunakan metode pendekatan kontekstual. Instrumen pengumpulan data menggunakan tes menulis untuk pre-test dan post-test. Rubrik penilaian tulisan Heaton yang digunakan dalam penelitian ini mencakup beberapa aspek: isi, organisasi, kosa kata, penggunaan bahasa dan mekanika. Rumus alpha digunakan untuk menganalisis data, dengan melakukan analisis deskriptif. Hasil analisis data menggunakan rumus Arikunto diperoleh nilai 26,6>1,994. Berdasarkan temuan tersebut Ha diterima dan Ho ditolak. Oleh karena itu, dapat disimpulkan bahwa metode pendekatan saintifik berpengaruh signifikan terhadap kemampuan menulis siswa di SMA Negeri 3 Pematang Siantar dalam menulis teks eksposisi analitis.

Kata kunci: *Penulisan, Teks Eksposisi Analitik, dan Metode Pendekatan Saintifik*

Abstract

The objective of this research was to determine the effect of using scientific approach method in writing analytical exposition text at grade eleven students of SMA Negeri 3 Pematang Siantar. This research focuses on the effect of using scientific approach method to help students write analytical exposition texts with the theme about global warming. This research used quantitative research with a quasi-experimental research design. The population of this study was the grade eleven students of SMA Negeri 3 Pematang Siantar with a total of 256 students. The sample of this study was divided into two classes, namely the experimental class (XI IPA 4) consisting of 36 students who used the scientific approach method and the control class (XI IPA 5) consisting of 36 students who used contextual approach. Data collection instruments used writing tests for pre-test and post-test. Heaton's writing assessment rubric was used in this research, which includes several aspects: content, organization, vocabulary, language use and mechanics. The alpha formula was used to analyze the data, by conducting descriptive analysis. The results of data analysis using the Arikunto formula that the value of 26,6>1,994. Based on these findings, Ha is accepted and Ho is rejected. Therefore, it can be concluded that the scientific approach

method significantly affects the students writing at SMA Negeri 3 Pematang Siantar in writing analytical exposition text.

Keywords : *Writing, Analytical Exposition Text, and Scientific Approach Method*

INTRODUCTION

Language is one of the most important things in communication, and it is used as a means of communication among peoples around the world. As an international language, English is very important and has many connections with various aspects of human life. In Indonesian education, English is a compulsory subject with a very high value. The movement towards English as a foreign language began with independence, and English is now the primary foreign language taught in Indonesia. Also, English is considered the first foreign language and is taught formally from elementary school to university (Khoirunnisya, 2017).

In English, there are four skills to master namely: listening, reading, speaking, and writing. The four skills are classified into two categories. Listening and reading include receptive skill, which are possessed by language users who demand to accept oral and written language (Niño & Páez, 2018). Speaking and writing are the productive skill required by language users, as is the ability to produce both oral and written language, Harmer (1998: 44). Such skills in English must be well integrated, including writing skill. Writing will help students master other skills and even master English. Students are sometimes afraid and embarrassed to say what they want to say, but they can say what they think and what they would like to say by drafting or writing before speaking (Sari, 2018).

Writing involves transferring messages from our minds to flat surface forms (writing forms) using language. Powell (2009: 13) stated that writing is difficult to see because it regulates our minds and difficult to talk about because of the lack of consistent names for real categories. Writing is a difficult activity for most people, both in their native and foreign languages (Oktarina et al., 2022). Writing is the most complex skill compared to other skill. Not just putting letters, symbols, and numbers, it involves many aspects such as paragraph development, mechanics, content organization, and its standard requirements of grammar, syntax, and vocabulary. In writing, the relationship between sentences operates on several levels, Byrne (1994: 4).

In writing skill, there are several types of text that students will learn, one of which is analytical exposition text. Analytical exposition text is an exposition paragraph which contains dividing the problems in each main idea into certain parts. when the distribution will be developed systematically (Jalaluddin, 2019)

Most people still have difficulty communicating in English, either verbally or in writing. Writing skill in English are the most difficult skill because, in order to write, you must have other skill as a component, such as vocabulary, grammar, spelling, and so on. To do this, it is necessary to be effective in learning so that the student can easily learn things where students has difficulty developing their skill. Harmer (2007: 112) argued that writing gives students more time to think than speaking. Writing is the activity of writing something, either in the form of short writing or long paragraphs. Brown (2007: 362) the type of writing can be fiction, report, essay, editorial, article, novel, non-fiction, drama, or poetry.

Writing activities are rarely done by those who learn English. Students usually emphasize speaking skill more than writing skill. With a lack of practice and interest in writing, this activity will be more difficult to develop into a language skill, Walters (1983: 17-22). The most dominant factor associated with a student's writing ability is the extent to which they read it. A person who is accustomed to reading tends to have good writing skill. This is because by reading it, you will become accustomed to the pattern of the sentence, deflect the idea, and draw a conclusion. The more people read, the better their writing skill are. In learning, giving feedback is an effective way to help students master their problems in writing. This statement is supported by Harmer (2007: 331), who says that teachers should respond positively to the content of what students have written. In addition, making

corrections can also help students know which parts are wrong and how to fix them (Magnifico et al., 2019).

Therefore, having good writing skill can help students express ideas, opinions, and feelings to others through written language, for example, in the form of articles, novels, cerpen, journals, and many more. Furthermore, Hosseini et al. (2013: 1-12) have stated that having a good writing ability would have a positive impact on life. Through writing activities, people are required to read more from a variety of sources and think creatively in developing their scientific insights broadly. Therefore Javed, Juan, & Nazli (2013: 129-144) writing skill are important to master, especially for both language learners.

Based on the researcher experience when doing teacher training practice and observe teacher when teacing practice at SMA Negeri 3 Pematang Siantar, especially in analytical exposition learning in class XI IPA 4 found several problems that occurred during teaching and the process of learning English. Based on observations, it was found that students still had difficulty writing analytical exposition text and some students still did not understand the material taught by the teacher. Also, a few students were confused by the teacher's explanation (Sholikhin, 2021). So when the teacher asks a question, students cannot answer the question. Students can also answer, the answers are still based on their books, they do not develop their answers with creativity. There are only a few students participating in the class by answering and responding to their teacher's questions and instructions. One example of the problem that the researcher found when making observation was that students still had difficulty writing and expressing opinions in developing analytical exposition text. These problems can be overcome by using learning methods that involve active and critical students in the learning process (Rizkiana & Pulungan, 2020). To achieve the desired learning outcomes, student activity is needed in the learning process, because without student activity, the learning process will not be possible, in other words learning is doing. The active role of students in learning activities is strongly influenced by the learning methods used by the teacher. A learning process is said to be successful if in learning the teacher is able to use learning methods appropriately. Appropriate learning methods can attract students' interest to actively participate in the learning process, so that students can understand learning easily and are able to develop answers to questions given by the teacher well. One of the learning methods that can be applied to student activity is the scientific approach method.

The scientific approach is organized in the implementation of the Curriculum 2013. The scientific approach is an old and new one, as it has been implemented in science and is now used in all lessons, including English. The scientific approach is based on Bruner's theory, which states that students learn and build knowledge through cognitive processes, Hosnan (2014: 31). Furthermore, this approach emphasizes the learning process to find science rather than transfer it. Students are viewed as subjects of learning that require active involvement in the learning process, and teachers are viewed as facilitators who guide and coordinate learning activities. Daryanto (2014: 16) Students must able to review information or data not only by hearing from the teacher but also can through books, newspapers, magazines, the internet, references from libraries, and the natural environment as well the built environment around life students. Therefore, Komariah (2016: 164-168) says that in implementing it With this approach, students are expected to be able to think critically.

Scientific approaches can be applied in the learning process of teaching English, especially in writing classes. According to Hosnan (2014: 31), the scientific approach aims to train students to communicate ideas, especially in written form. The scientific approach also develops student attitudes, knowledge, and skill. This means that this approach can improve student language and writing skill. Scientific approaches such as observing, questioning, exploring, associating, and communicating can help students in the learning process become active learners. In addition, the scientific approach is one of the most effective approaches in teaching, especially in English teaching, because the use of scientific approaches is more effective than traditional approaches. Therefore, the use of scientific approaches is expected

to be able to influence the ability of students to write and conduct the learning process of teaching writing effectively (Lestari et al., 2018).

The curriculum is a basic guideline in the learning process. The curriculum is designed as a container that will determine the direction of education. The success or failure of an educational process, the ability or lack thereof of students to absorb the learning material, and the achievement or lack thereof of educational goals depend on the curriculum used. Hamalik (2014: 16) said that the curriculum is a number of subjects that must be passed and studied by students to acquire some knowledge. A curriculum is an educational program designed to educate students. With the program, students can carry out a variety of learning activities so that there is a change and development of student behavior in accordance with the educational and learning objectives. In other words, the school provides an environment for students that provides opportunities for learning. If the curriculum is well designed, systematic, comprehensive, and integrated with all the development and learning needs of the student to prepare him to face his life, of course the outcome or output of education will be able to realize hope (Febriyanto & Yanto, 2019).

Based on the situation, the researcher argue that it is important to find ways to solve the problem. One way to address these problems is by proposing teaching methods that are appropriate, effective, easy, interesting and helpful to students. Knowing the complex writing process, teachers should use the right teaching techniques to motivate students to learn and pay attention to the material. One of the new approaches in the 2013 curriculum that can be used is the scientific approach. Approach is one of its components involved in the learning process of teaching (Imran, 2022). Teachers use learning media to support materials in the classroom. With a scientific approach, a student's writing ability is expected to be enhanced through observation, explanation, and scientific conclusion of the submitted material, in addition, through a scientific method can stimulate students in finding ideas, ideas and thinking at a high level in solving a problem scientifically (Fitriani & Zaiturrahmi, 2022).

Furthermore, because it is claimed that scientific approaches are more effective for students, so researcher are provoked to conduct this research. Researcher are very curious whether this scientific approach will be effective or not. The researcher wanted to conduct a study titled The Effect of Using Scientific Approach Method in Writing Analytical Exposition Text at Grade Eleven Students of SMA Negeri 3 Pematang Siantar.

METODE

This research deals with the effect of scientific approach method in writing analytical exposition text. In conducting the research, quantitative research design applied as the research methodology. Quantitative method According to Ary, et al. (2014: 681), quantitative research is a research that gathers numeric data through controlled procedures and analyses to answer predetermined questions or test hypothesis (Dalle, 2019). Quantitative research is usually applied to investigate social problems based on a theory consisting of variables, numerical measurements, and statistical procedures to determine if predictive generalities are correct. Additionally, Hatch & Farhady (1982: 111) assert that quasi-experimental design is a comparison group design. In this research the researcher just takes two class to used pre-test and post-test design to know the result of treatment. A pre-test provides a measure on some attribute or characteristic that is assessed in an experiment before the group gets a treatment and a post-test measure on some attribute or characteristics that is assessed for participants in an experiment after a treatment. Furthermore, this research employed quasi-experimental design as the research design.

This research is conducted at SMA Negeri 3 Pematang Siantar which is located on Jalan Pane, Tomuan. East Siantar District, Pematang Siantar City. The researcher will research on October from 4th until 18th 2023 (Wardana et al., 2022).

The population is the generalization area which consists of objects/subjects that have certain qualities and characteristics set by researcher for study and then conclusions are drawn. The research population is the whole of the research object to be study. Samples are part of the number and characteristics possess by this population.

Population, according to Creswell (2012: 142) is a group of individuals with similar characteristics. The population can be small or large depending on the type of group to be studied. The population in this research using all students in the eleventh grade IPA of SMA Negeri 3 Pematang Siantar in the Academic Year 2023/2024. The total number of students is 256 people divided into 7 classes.

Sample is a sub group of the target population and selected from the individuals who represent the whole population that the researcher plans to study for generalizing about the target population, Creswell (2012: 142). In quantitative research, it is assumed that if the sample is chosen carefully used the right procedure, it will be possible to generalize the results to the entire population.

Instruments is a tool for measuring, observing, and documenting quantitative data, Creswell (2014: 40). An instrument is very useful to collect the data required in an experiment. The researcher use the test as the instrument in this research. They are pre-test and post-test. The instrument of this research is writing test which will be applied in pre-test and post-test. The test in this study is analytical exposition writing test use several criteria described in student assignment papers. There are several criteria for students to write analytical exposition text, such as: content, organization, vocabulary, language use, and mechanics (Fidriani et al., 2021). The researcher also used an assessment rubric to assess students' writing in writing analytical exposition text (Khasawneh & Al-Rub, 2020).

A test is good if it valid and reliable. To ensure that the test good, its validity and reliability should be established. The good or bad of an instrument can be shown through the level of validity and reliability of the instrument itself so that the instrument can reveal the data needed to answer research problems as previously formulated.

RESULT AND DISCUSSION

This research was a quantitative research that requires data analysis after collecting student data, namely pre-test and post- test from each sample, namely the experimental class and control class. The findings from the students' writing test on analytical exposition text, which were calculated using the writing assessment criteria, were collected by the researcher using a quasi-experimental research design. In this chapter, the researcher presents the findings from the assessment of students' writing test on analytical exposition text of the experimental class and control class for the pre-test and post-test (Ismayanti & Kholiq, 2020).

Information was collected at grade eleven students of SMA Negeri 3 Pematang Siantar. The researcher taken two class as sample, the sample of this research get of simple random sampling. The result of the simple random sampling is there are XI IPA 4 (experimental class) and XI IPA 5 (control class), one class consist (36 students) and other class consist (36 students) they are equal (72 students). Data was obtained through an essay test. The experimental class used scientific approach method, and contextual approach in the control class (Fauziyah et al., 2022).

The Score of Students Pre-Test and Post-Test in Experimental Class

The pre-test and post-test was done in the experimental class (XI IPA 4) consisting of 36 students. All students' writing test assessments, including pre-test and post-test, were subjected to the criteria for writing evaluation involving the same characteristics. The following table shows the students' scores both on pre-test and post-test in experimental class.

Table 1. Students Scores of the Experimental Class

No	Name	Experimental class	
		Pre-test	**Post-test**
1	ACRS	70	95
2	AFA	70	100
3	ADTS	50	80
4	ARS	70	95

5	BNH	50	85
6	CMYM	60	95
7	CHW	65	100
8	CAP	40	75
9	DJS	70	100
10	GAPT	70	100
11	GDP	40	70
12	IS	55	85
13	JMM	55	95
14	MB	55	95
15	MHS	65	95
16	NMLT	55	90
17	NFH	45	75
18	NDS	40	70
19	PGM	65	95
20	RJS	50	90
21	RS	40	80
22	RJS	50	90
23	RAG	45	85
24	STS	45	80
25	SDP	70	100
26	SU	45	85
27	T	45	80
28	TRF	50	85
29	TQR	65	95
30	TDS	70	100
31	VEH	60	85
32	VGGM	70	100
33	WBPP	55	85
34	YW	55	95
35	ZA	60	100
36	ZMGS	70	100
Total		**2.035**	**3.230**

The highest student score on the pre-test in the experimental class was 70 and the lowest score was 40. The highest student score on the post-test in this class was 100 and the lowest score was 70.

The research was conducted toward the science second grade of SMA Negeri 3 Pematang Siantar. The researcher conducted this research for 2 weeks to prove the effect of using scientific approach method in writing analytical exposition text. The researcher taken two class as sample, the sample of this research get of simple random sampling. The result of the simple random sampling is there are XI IPA 4 and XI IPA 5, one class consist (36 students) and other class consist (36 students) they are equal (72 students). The researcher did this research start from on October 04, 2023 until October 18, 2023. The researcher present the data from the test, test in this research are pre-test, treatment, and last post-test.

In this section, the researcher explain the frequencies, percentages and mean scores of the test based on the results of the test before and after the investigation in both experimental and control class.

Based on the table above, the number of students in experimental class was 36 students, in pre-test, students who got the highest value of 70 were 9 students, 4 students got a value of 65, 3 students got a value of 60, 6 students got a value of 55, 5 students got a value of 50, 5 students got a value of 45, and the lowest with a value of 40 were 4 students. With the total overall value was 2.035. the mean of pre-test in experimental class was 56,52.

In post-test, students who got highest value of 100 were 9 students, 9 students got a value of 95, 3 students got a value of 90, 7 students got a value of 85, 4 students got a value of 80, 2 students got a value of 75, and the lowest with a value of 70 were 2 students. With the total overall value was 3.230. the mean of post-test in experimental class was 89,72.

Data Analysis Using T-test
The table comparison between experimental class and control class

Table 2. The Different Between Control and Experimental Class

Variable		Mean	The Improvement
Control class	Pre-test	43,19	31,25
	Post-test	74,44	
Experimental class	Pre-test	56,52	33,2
	Post-test	89,72	

The result of control class and experimental class is different. The result of control class is 31,25 and experimental class is 33,2. Experimental class higher than control class. This result is significant.
To know there is significant difference between experimental class and control class score, t-test was higher than t-table. In order to see the significance between pre-test and post-test before and after treatment of experimental class, the formula would be used analyze the data, the researcher was compared between the score of pre-test and post-test.

The T-Test Result Calculation
Based on the calculation of the statistical analysis, it is found that the value of t-test is 26,6 From the result of distribution t-table, it was found that the t-table is 1,994. So, it can be concluded that t (70) = 1,994.

Hypothesis Testing
From the calculation of t-test, the hypothesis can be tasted as follow:
Null hypothesis (Ho) is accepted if the value of t-test is the same or less than the value of t-table (t-test = t-table or t-test < t-table). In the fact, in this research, the null hypothesis is rejected because the value of t-test is higher than the value of t-table (26,6 > 1,994). Alternative hypothesis (Ha) is accepted if the value of t-test is higher than the value of t-table (t-test > t-table). Thus, the alternative hypothesis is accepted, the value of t-test is higher than the value of t-table (26,6 > 1,994). Thus, it proved that there is the effect of using scientific approach learning method on students writing analytical exposition text at grade eleven of SMA Negeri 3 Pematang Siantar (Fitri et al., 2022).

Findings
After condacting the data analysis process, several findings were obtained that could answer the research problems.
1. The researcher found findings to answer the research problem, "Is there any significant effect of using scientific approach method in writing analytical exposition text at grade eleven students of SMA Negeri 3 Pematang Siantar"? in the data analysis, it was found the value of t-table (26,6 > 1,994), so it can be concluded that writing analytical exposition text using scientific approach method has an effect on the grade eleven students of Negeri 3 Pematang Siantar in writing analytical exposition text.
2. The researcher found findings to answer the research problem. "How is the effect of using scientific approach method in writing analytical exposition text at grade eleven students of SMA Negeri 3 Pematang Siantar"? In analyzing the data, it was found that there were several effects that occurred in samples that used and did not use scientific approach method in writing analytical exposition text. In the experimental class, the average pre-test score was 56,52 and the post-test was 89,72 and there were no students who

experienced a decrease in score (negative rank) or a fixed score (ties). In the control class that used contextual approach as a learning method, the average pre-test score was 43,19 and the post-test score was 74,44. Both classes experienced an increase and the value of of t-table (26,6 > 1,994), it is clear that the average value of the post-test in the experimental class is higher than the control class. The mean score on learning outcomes (post-test) in the experimental class is 89,72 With the total overall value was 3.230, while in the control class the mean score on learning outcomes (post-test) is 74,44 with the total overall value was 2.680. Based on the data above, it can be concluded that using scientific approach mehod and not using scientific approach method has an impact on students' writing analytical exposition text, but the experimental class (the class that uses scientific approach method) has a more significant impact than the class that does not used scientific approach method on students' writing analytical exposition text in class XI IPA at SMA Negeri 3 Pematang Siantar.

Discussion

The discussion of this research is based on the research question, which was to know the effect of using scientific approach method in writing analytical exposition text at grade eleven students of SMA Negeri 3 Pematang Siantar. At the beginning, the researcher gave pre-test in experimental and control class (Meinawati et al., 2021).

In the control class, there is not a new treatment in teaching learning process. They were given a usual treatment. They were taught analytical exposition text using contextual approach as they have get. By using contextual approach in the teaching learning process, teacher had used a monotonous method that could not increase student's writing in writing analytical exposition text. Students could not enjoy in learning writing analytical exposition text because they have difficulties and writing and some of the students still not comprehend material whom is taught by the teacher. Also few of students still confused with teacher explanation. The class is carried for 1 meeting using contextual approach method.

In the experimental class, the researcher using scientific approach as learning method. The researcher used picture about global warming to explain about analytical exposition text, this stage is named observing. Next, the researcher asking question students what they saw. For stimulating, students to have a critical thinking to evoke high level of thinking question, this stage called questioning. Next stage is experimenting, the activity such as discussion, experimenting is intended to develop various learning objectives, attitude, skills, and knowledge. Then, after that there is associating stage, students must be more active and given more opportunities to learn. And the last stage is communicating, in this stage, students communicate and demonstrate their learning product as a from collaborative learning. The researcher gives feedback, suggestions or more information related to students works. The researcher always applied the five stages in scientific approach method during 2 meetings in experimental class.

In the last activity, the researcher gave post-test in control class and experimental class. The students had to write analytical exposition text, with the chosen topic.

After the researcher got pre-test and post-test, the researcher found the significant difference of their score in the experimental and control class. It was influenced by the treatment using scientific approach, so the student writing analytical exposition text is improved (Ariawati et al., 2019).

Based on post-test result, it was known that the students writing achievement in analytical exposition text showed the differences in both experimental and control class. The mean of pre-test score in experimental class is 56,52. The mean of pre-test score in control class is 43,19. Then comparing with the mean of post-test in experimental class is 87,91 and in control class is 74,44. In this research, sample of data that became as control class was class XI IPA 5 with 36 students, and experimental class was XI IPA 4 with 36 students (WILDANI, 2021).

From those results, it can be interpreted that post-test score of the experimental and control class increased better than the pre-test (Harahap et al., 2020). Although the mean of

post-test score from both class increased, the experimental class has more improvement than control class. Thus, it can concluded that scientific approach are an effective learning method to be used in teaching writing analytical exposition text at grade eleven students of SMA Negeri 3 Pematang Siantar.

CONCLUSION

Based on the discussion in the previous chapter, the researcher draws some conclusion of this research:

1. Based on observation that researcher do at XI IPA 5 class when English teacher using contextual approach, mostly students in classroom do not pay attention to the teacher. They tend seen like bored with teacher explanation about learning material. The teacher just using textbook as source and lack of interaction to students such as stimulating students to think critically and giving example which is interesting for students.
2. Students writing achievement increased after using scientific approach as a learning method, which is proved with students score is higher than before treatment.
3. Two means score was computed by using t-test formula, the value of t-test was higher than the value of t-table. It is indicated that there was a significant effect of scientific approach in students writing analytical exposition text, it means that the effect of scientific approach method in writing analytical exposition text at grade eleven students of SMA Negeri 3 Pematang Siantar in Academic Year 2023/2024 was accepted.

REFERENCESS

Ariawati, K. N., Agung, A. A. G., & Sudarma, I. K. (2019). Pengaruh Model Pembelajaran Word Square Berbantuan Media Gambar Terhadap Hasil Belajar Ips. *Journal For Lesson And Learning Studies*, *2*(2), 168–177. Https://Doi.Org/10.23887/Jlls.V2i2.18622

Dalle, A. (2019). The Implementation Of Serial Image Media In Learning German Writing Skills To Students Of German Language Education Fbs Unm. *Proceedings Of The Seventh International Conference On Languages And Arts (Icla 2018)*, 404–408. Https://Doi.Org/10.2991/Icla-18.2019.67

Fauziyah, N. L., Widodo, J. P., & Yappi, S. N. (2022). The Use Of 'Canva For Education'and The Students' Perceptions Of Its Effectiveness In The Writing Procedure Text. *Budapest International Research And Critics Institute-Journal (Birci-Journal)*, *5*(1). Https://Doi.Org/Https://Doi.Org/10.33258/Birci.V5i1.4359

Febriyanto, B., & Yanto, A. (2019). The Effectiveness Of Photo Story In Multiliteracies Learning Towards Narrative Writing Skills Of Fifth Grade Elementary School Students. *Al Ibtida: Jurnal Pendidikan Guru Mi*, *6*(2), 191. Https://Doi.Org/10.24235/Al.Ibtida.Snj.V6i2.4943

Fidriani, A. J., Entika Fani Prastikawa, & Ab Prabowo Kusumo Adi. (2021). Video Vlog As Teaching Media In Improving The Students' Speaking Ability In Procedure Text. *Journal Of English Education And Linguistics*, *2*(2), 37–49. Https://Doi.Org/10.56874/Jeel.V2i2.531

Fitri, Z. H., Farmasari, S., & Aziz, A. D. (2022). The Implementation Of Picture Series In Teaching Writing Procedural Text At Tenth Grade Of Sman 1 Sakra In Academic Year 2022/2023. *Journal Of English Education Forum (Jeef)*, *2*(2), 22–27. Https://Doi.Org/10.29303/J.V2i2.360

Fitriani, N., & Zaiturrahmi, Z. (2022). "I Think Our Writing Become Tidy, Clear And Also Perfect" Students' Feedback On Writing Class With Technology Performance. *Jurnal Sains Riset*, *12*(1), 88–95. Https://Doi.Org/Https://Doi.Org/10.5897/Err2019.3757

Harahap, N., Sari, S. M., Ramadhani, Y. R., Safriyani, R., & Harahap, R. (2020). *Using Rosetta Stone Media Through The Dynamic Immersion Method To Improve Vocabulary Mastery For Junior High School Students*. Http://Repository.Uinsa.Ac.Id/Id/Eprint/231

Imran, M. C. (2022). Applying Hemingway App To Enhance Students' Writing Skill. *Edulec:*

Education, Language And Culture Journal, 2(2), 180–185. Https://Doi.Org/Https://Doi.Org/10.56314/Edulec.V2i2.67

Ismayanti, E., & Kholiq, A. (2020). An Analysis Of Students' Difficulties In Writing Descriptive Text. *E-Link Journal*, *7*(1), 10. Https://Doi.Org/10.30736/Ej.V7i1.260

Jalaluddin, I. (2019). Process Approach In Teaching Of Esl Writing: Teacher's Assistance And Its Practicality In Real Classroom. *Journal Of Research, Policy & Practice Of Teachers & Teacher Education*, *9*(2), 66–78. Https://Doi.Org/10.37134/Jrpptte.Vol9.No2.6.2019

Khasawneh, M. A. S., & Al-Rub, M. O. A. (2020). Development Of Reading Comprehension Skills Among The Students Of Learning Disabilities. *Universal Journal Of Educational Research*, *8*(11), 5335–5341.

Khoirunnisya, R. F. (2017). *The Effectiveness Of Using Chain Story In Teaching Writing Of Recount Text At The Eighth Grade Of Smpnegeri 14 Purworejo In The Academic Year Of 2015/2016*. Pbi-Fkip. Http://Repository.Umpwr.Ac.Id:8080/Handle/123456789/1124

Lestari, F., Apriliaswati, R., & Wardah, W. (2018). Improving Students'writing Skill On Recount Text Through Wordless Picture Book. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (Jppk)*, *7*(10). Https://Doi.Org/Http://Dx.Doi.Org/10.26418/Jppk.V7i10.29072

Magnifico, A. M., Woodard, R., & Mccarthey, S. (2019). Teachers As Co-Authors Of Student Writing: How Teachers' Initiating Texts Influence Response And Revision In An Online Space. *Computers And Composition*, *52*, 107–131. Https://Doi.Org/10.1016/J.Compcom.2019.01.005

Meinawati, E., Purwaningrum, P. W., Setianingrum, H. W., Alawiyah, S., Nurmalia, L., Dewi, N., Sri Sulistyawati, M. E., & Lestari, V. L. (2021). Students' Metacognitive Strategy Pattern In English Academic Writing Learning Using Zoom. *Al-Ishlah: Jurnal Pendidikan*, *13*(1), 610–616. Https://Doi.Org/10.35445/Alishlah.V13i1.477

Niño, F. L., & Páez, M. E. V. (2018). Building Writing Skills In English In Fifth Graders: Analysis Of Strategies Based On Literature And Creativity. *English Language Teaching*, *11*(9), 102–117. Http://Www.Ccsenet.Org/Journal/Index.Php/Elt

Oktarina, Y., Inderawati, R., & Petrus, I. (2022). Needs Analysis Of Palembang-Tourist-Destination Recount Text Reading Materials In The 21st Century Learning. *English Review: Journal Of English Education*, *10*(2), 381–392. Https://Doi.Org/Https://Doi.Org/10.25134/Erjee.V10i2.6239

Rizkiana, D., & Pulungan, A. H. (2020). Online Assessment On Students' Writing Recount Text: Teachers' Perspectives. *Register: Journal Of English Language Teaching Of Fbs-Unimed*, *12*(1). Https://Doi.Org/Https://Doi.Org/10.24114/Reg.V12i1.44524

Sari, T. D. (2018). *The Implementation Of Chain Writing Method To Increase Students Ability Writing Narrative Text At Mts. Al-Muttaqin Padang Tualang Langkat*. Universitas Islam Negeri Sumatea Utara Medan. Http://Repository.Uinsu.Ac.Id/Id/Eprint/4159

Sholikhin, M. I. (2021). An Analysis Of Teacher's Strategies On English Learning During Pandemic. *Edutama*. Http://Repository.Ikippgribojonegoro.Ac.Id/Id/Eprint/1682

Wardana, A. K., Miftah, M. Z., & Mirza, A. A. (2022). Assessing Students'writing Ability In A Narrative Text. *Project (Professional Journal Of English Education)*, *5*(4), 766–771. Https://Doi.Org/Http://Dx.Doi.Org/10.22460/Project.V5i4.P766-771

Wildani, H. (2021). *The Effect Of Rosetta Stone Application On Students'vocabulary Mastery*. Universitas Siliwangi. Http://Repositori.Unsil.Ac.Id/Id/Eprint/5530