

Grammatical Erros In Writing Descriptive Text At Seven Grade Students Of Smp Negeri 1 Jorlang Hataran

Gresia Renata Manurung^{1*}, Selviana Napitupulu², Asima Rohana Sinaga³

^{1,2,3} Faculty Of Teacher Training And Education, University Of HKBP Nommensen Pematang Siantar, Indonesia

e-mail: gresiamanurung882@gmail.com

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apa saja kesalahan tata bahasa dan bagaimana siswa membuat kesalahan tata bahasa dalam menulis teks deskriptif untuk kelas tujuh di SMPN 1 Jorlang Hataran. Metode yang digunakan dalam penelitian ini adalah teks deskriptif kualitatif. Kesalahan tata bahasa dalam penelitian ini terfokus pada simple present tense. Partisipan penelitian ini adalah siswa kelas VII SMP Negeri 1 Jorlang Hataran. Terdapat VII – 1 yang berjumlah 32 siswa sebagai populasi seluruhnya. Pengumpulan data dilakukan melalui tes. Hasil penelitian menunjukkan bahwa pertama, siswa melakukan empat jenis kesalahan, yaitu; penghilangan, penambahan, kesalahan informasi, dan kesalahan penyusunan. Kedua, Omission dan Misinformasi banyak dilakukan oleh siswa selain kesalahan dan misordering serta siswa kurang menguasai tata bahasa, fokus pada simple present tense.

Kata kunci: *Kesalahan Tata Bahasa, Simple Present Tense, Teks Deskriptif*

Abstract

The purpose of this research is to find out what are the grammatical errors and how students make grammatical errors in writing descriptive texts for seven grade at SMPN 1 Jorlang Hataran. The method used in this research is a qualitative descriptive text. The grammatical errors in this study are focused on the simple present tense. The participants of this research is class VII students of SMP Negeri 1 Jorlang Hataran. There is VII – 1 which consists of 32 students as the total population. Data collection is done through tests. The results showed that first, students made four types of errors, namely; omissions, additions, misinformation, and misordering. Second, Omission and Misinformation are mostly done by students than addition errors and misordering and students do not master grammar, focusing on the simple present tense.

Keywords : *Grammatical Errors, Simple Present Tense, Descriptive Text*

INTRODUCTION

English is taught as a foreign language in Indonesia. Indonesia's principal foreign language is English because it is taught and used there, especially in formal schools. Almost all academic levels have had English as a Foreign Language (EFL) instruction in Indonesia for the past six years, including four years at the college level and three years at the junior high school, senior high school, and level. Students studying English as a second language and English education students must be proficient in all linguistic abilities. They must be proficient in English communication. Enhancing language skills is the main objective of studying English so that you can communicate more effectively (Khoirunnisya, 2017).

Students in the English curriculum must master four language skills in order to study English. Speaking, reading, writing, and listening are among these linguistic skills. Reading and listening are linked to inputs that a learner can comprehend when they are learning

English (Lestari et al., 2018). Conversely, speaking and writing are referred to as productive skills since they have to deal with the results or things that pupils produce after receiving input from reading and listening activities. All of the skills must be strengthened, nevertheless, when teaching and learning English (Ariyanti & Fitriana, 2017).

Out of the four skills mentioned above, writing is the one that takes pupils the longest to master. One needs a large knowledge base and a creative cognitive process to develop words, phrases, and paragraphs with perfect English grammar. Writing requires a process that includes organising, planning, and revising to convey meaning in words or phrases, making it difficult to master (Ismayanti & Kholiq, 2020). Palmer (1994:1) states. To be understood, writing requires the ability to mix and organise ideas into paragraphs and phrases that are cogent and coherent. Students must practise writing a lot in order to generate work that is both legible and noteworthy, despite the fact that it is not simple and straightforward (Purnamasari, 2022).

Writing is the process of transferring thoughts and ideas in a comprehensible way utilizing symbols, alphabetic letters, punctuation, and spaces. Writing is a kind of human communication in which language is represented by symbols. A person can convey their intentions and plans for achieving goals and objectives through writing in a variety of methods that are advantageous to both the writer and the reader. Writing can encourage creativity and growth potential. Society may benefit from writing. The culture of writing and ideas is encouraged in modern civilisation (Irsa, 2019).

Writing is a skill that children learning English must have in addition to others like listening, speaking, and reading. Writing skills must be evaluated in many different ways, starting with letter usage, punctuation, sentence structure, and grammar. It is expected of students to be able to write effectively and correctly in order to guarantee that the intended meaning of the material is comprehended (Lisnora Saragih & Sirait, 2022).

Writing is more difficult than the other three skills because it requires more than just putting pen or pencil to paper. Writing is an activity that allows children to explore and express their thoughts as well as ask for whatever they learn, according to Palmer (in Rizkiana & Pulungan, 2020). Writing can be viewed in a similar light as a work that is essential to both teaching and learning and that cannot be separated from student interaction (Wardana et al., 2022).

Grammar presents a challenge to language learners since each language has its own distinct set of grammatical rules. In contrast to English and Indonesian, which have quite different grammars, Indonesian, for example, doesn't really have rules regarding how to use verbs. However, there are a lot of rules in English that must be followed, especially when utilising tenses, which are rules that indicate action inside a certain time period. One such tense is the simple present (Alfaki, 2015).

Richards and Schmidt (2010) defined grammar as the rules that directly control how words and phrases combine to make sentences. Since grammar is specifically created for the objectives of teaching or learning a foreign language or to become aware of the existence of a mother tongue, it is the area of language acquisition that garners the most attention (Imran, 2022).

Based on the result of the researcher observation when carrying out the Field Teaching Practice in SMP Negeri 1 Jorlang Hataran academic year 2022/2023, the researcher some found difficulties that experience by students to write descriptive text. When researcher ask them to write the descriptive text, most of them cannot write the descriptive text in the right text. For example, when researcher ask the students to write the descriptive text, they had some errors in grammar, namely the student often use tense which is not appropriate in sentences, the students often misplace the subject in a sentence, a lack of vocabulary (Sholikhin, 2021). They are not knowing the slightest vocabulary in English because students have not studied English since elementary school. So when the teacher explains the material in English they look confused, and when the teacher tells them to write they also did not know how to write in English. So you have to write it on the blackboard, so you can copy the writing. After the researcher teaching simple present tense

material, the researcher found the problem that in writing simple present tense they were unable to write based on formulas (Fitri et al., 2022).

Therefore, error analysis has an important role to help the teacher to reveal what kind of error that mostly the students do in writing and the causes of the error they make. By knowing the errors, the teacher could improve their method in teaching and would avoid the errors by giving the extensive materials about the errors in writing. The students also would have better understanding of what they were learning and would be able to write correctly and awarded with their previous error (Harahap, 2017).

There are some previous relevant researches this topic, finding ; Sadiyah and Royani (2019), were verb agreement (41%), pronoun (18%), usage (15%), sentence pattern (12%), spelling (9%), and capitalization error (5%). Setiyorini, Dewi, and Masykuri (2020) found that the most common types of grammatical errors were omission (34,06%), addition (7,25%), substitution (57,97%), and permutation (0 This study also showed that the intralingual transfer (61,39%), communication strategy (17,82%), interlingual transfer (14,85%), and learning environment (5,94%) are the main causes of errors. Additionally, morphological faults (81.97%) and syntactic errors (18.03%) were the two primary forms of grammatical errors discovered by the four Preeyanuch Promsupa Patchara Varasarin Prapart Brudhiprabha (2017). There were 32 different error sub-categories among the two primary ones. Singular/plural errors (30.43%), article errors (21.51%), and preposition errors (5.23%) were the three most often discovered errors (Sari, 2018) (Dalle, 2019).

Related to the explanation above, the researcher wants to conduct research with the title Grammatical Errors in Writing Descriptive Text in Grade VII Students of SMP Negeri 1 Jorlang Hataran.

METODE

Design of the Research

In this study, the researcher used a qualitative descriptive method to analyze students' grammatical errors in writing descriptive texts. Qualitative research is descriptive research and tends to use analysis. The theoretical foundation serves as a guide to ensure that the research issue is relevant to the real world and that the right data is acquired. There are a few definitions of descriptive writing, according to experts. According to Best and Khan (in Oktarina et al., 2022), descriptive qualitative research is a systematic method for locating unmeasured relationships between actual variables states Creswell (2012). We can analyze and understand how individuals or groups view problems with human social interaction through qualitative research. When collecting and interpreting data, qualitative research typically prefers words over quantitative method (Fidriani et al., 2021).

Data are employed in qualitative descriptive research, and the research derives codes from the data. According to the aforementioned phrase, qualitative descriptive research aims to describe or explain the data analysis. When the author wants to know who is involved, who is participating, and where it happened, it is also very helpful. The purpose of this study is to learn more about the mistakes that students make when writing descriptive texts. In order to create descriptive prose, the author uses a test, and to gather information, she examines grammatical faults.

The Place and Time of Research

The research is conducted at SMP Negeri 1 Jorlang Hataran of Seven Grade Students. Which is located at Jl. Parapat No 131 Kec. Jorlang Hataran

The participant of The Research

The Subject of the research is the seven grade students of SMP Negeri 1 Jorlang Hataran which is divided into Eighth regular classes 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, where is the total number of students there 256. The research using purpose sampling take the sample that is a class 7.1, the researcher only took 32 students.

The Instrument of Collecting Data

The tool for collecting instrument data is a test. The test is in the form of an essay writing in the form of a descriptive text. The researcher give the test to write a descriptive

text in English . Then, the researcher will analyze the grammatical errors of the students' papers.

Technique of Collecting Data

According to Fraenk and Wallen (2000), qualitative studies collect data in the form of words or pictures rather than numbers. These are the steps that the researcher will take:

1. Asking students to write a descriptive text
2. Collecting the students' writing about descriptive text
3. Checking the student's writing, to find out the mistakes made by students.

Technique of Analysis Data

Once the data has been collected, it undergoes a thorough examination, taking into account the specific nature of any potential errors. When it comes to the intricate process of data analysis, a series of meticulous steps is undertaken if necessary.

Triangulation

In this qualitative research, there are several techniques used to increase the validity of the research data. There is Triangulation is a technique that can be used to check the validity of data. However, regarding this study, researcher chose source triangulation. Source triangulation using different data sources to get the same data. This emphasizes the source of the data, not the method of collection or anything else.

RESULT AND DISCUSSION

Data Analysis

The data of this research are students' errors in writing focusing on grammatical errors in writing descriptive text for seven grade at SMP Negeri 1 Jorlang Hataran. The errors are analyzing by using theory of Dulay (1982:150). The errors can be categorized into four distinct types, namely omission, addition, misinformation, and misordering. Grammatical errors focused on simple present tense. Here the researcher has data from one class. The researcher has given an essay writing test. There are 8 classes with the total 256 students of seven grade at SMP Negeri 1 Jorlang Hataran. There are VII-1 – VII-8 . but as the sample, the researcher only took one class, namely VII-1. In VII-1, there were 32 students

Research Finding

After analyzing the data , the researcher found the types of errors in grammatical errors in writing descriptive text done by students in seven grade at SMP Negeri 1 Jorlang Hataran and the error made.

Errors of Omission

Table 1. Students' Errors of Omission

No	Students' Initial Names	Students' Sentence	Aspect of language omitted	Reconstruction Sentence
1.	NLM	I so happy bestfriend.	(In sentence, student omitted verb "have, very" in the sentence)	I am very happy to have a friend like her.
2.	SMM	He always help his student.	(In sentence, the student omitted plural marks "s" in the sentence)	He always helps his students
3.	SKN	He clever good singing.	(In sentence, the student omitted tobe "is" in the sentence , and the following preposition "at" in the sentence)	He is good at singing
4.	JDM	So everyone always pays	(In the sentence, the student omitted verb	So that everyone always pays attention

		attention to her.	“that” in the sentence)	her face easily to it.
5.	JKS	My rabbit like to eat carrot and other vegetables.	(In sentence, the student omitted plural marks “s” in the sentence)	My rabbit likes to eat carrots and other vegetables
6.	SAN	1. Its size is only about three adult`s finger. 2. While its shell green on its upper part and yellow on bottom part.	1. (In sentence, the student omitted plural marks “s” in the sentence) 2. (In sentence, the student omitted tobe “is” in the sentence)	1. Its size is only about three adult`s fingers. 2. While its shell is green on its upper part and yellow on bottom part.
7.	PM	Danau Toba the largest volcanic lake in indonesia even in the Southeast Asia	(In the sentence, the student omitted tobe “is” in the sentence)	Danau Toba is the largest volcanic lake in indonesia even in the Southeast Asia
8.	FCM	He a south Korean singer	(In the sentence, the student omitted tobe “is” in the sentence)	He is a south Korean singer

Errors of Addition

Table 2. Students` Errors of Addition

No	Students` Initial Names	Students` Sentence	Aspect of language added	Reconstruction Sentence
1.	FAS	He is boy a man.	(In the sentence, the student added noun “ boy” in the sentence)	He is a man
2.	SOS	My room my class is seven one	(In the sentence, the student added noun “ My ” in the sentence)	My classroom is seven one

Errors of Misinformation

Table 3. Students` Errors of Misinformation

No	Student Initial Names	Students` Sentence	Aspect of language misinformed	Reconstruction Sentence
1.	JDM	She likes to speak slowly and very smiling face.	(In the sentence, the student misinformed verb “very, smiling, face” in the sentence)	She likes to speak slowly and her face easily smiles.
2.	SOS	1.In the window of my class a curtain was installed on each window 2. By picket	1.(In the sentence , the student misinformed verb “window ” in the sentence). 2. (In the sentence	1. In my class window installed curtains on every window 2. By my class picked officers

		officers my class	, the student misinformed verb "officers " in the sentence)	
3.	SMM	He have a magic.	(In the sentence, the student misinformed verb "have" in the sentence)	He has a magic
4.	CLS	I`m so happy because I have good bestfriend.	(In the sentence, the student misinformed conjunction "so" in the sentence).	I am very happy because I have good friend.
5.	KBS	He was born on June 6 2000	(In the sentence, the student misinformed tobe "was" in the sentence, it should be "is" in the sentence).	He is born on June 6 2020
6.	YS	She also has very long and black and straight hair.	(In the sentence, the student misinformed adverb " also" in the sentence)	She has very long straight hair and is black in color.
7.	NSM	They are large and powerful.	(In the sentence, the student misinformed verb " have" and it is followed "bodies" in the sentence)	They are have large and powerful bodies
8.	KSAS	She is friend years old.	(In the sentence, the student misinformed verb "been" in the sentence)	She is been my friend for years.
9.	IS	1.The construction was influenced by Indian gupta architects 2. This temple was built on a him as high as 46 meters	(In the sentence 1-2, the student misinformed tobe "was" in the sentence 1-2, it should be "is" in the sentence 1-2).	1.The construction is influenced by Indian Gupta Architects 2. This temple is built on a him as high as 46 meters
10.	JN	We always take care of the school environment and take care of it.	(In the sentence, the student misinformed " take care" in the sentence)	We always maintain and care for the school environment
11.	SAN	I has a little turtle	(In the sentence, the student misinformed verb	I have a little turtle

		“has” in the sentence)	
12. PM	<p>1. We can say that this is 1000 km² big than Singapore</p> <p>2. The eruption of mount Toba have led to changes in the earth`s weather and the start info the ice age that affects the world civilization.</p> <p>3. An island that settled in the half of the lake.</p> <p>4. The island the middle was joined to the caldera wall by a narrow isthmus.</p> <p>5. which was cut through to enable boats to pass</p>	<p>1. (In the sentence the student misinformed adjective “big” than Singapore).</p> <p>2.(In the sentence, the student misinformed verb “have” in the sentence).</p> <p>3.(In the sentence, the student misinformed noun “half” in the sentence).</p> <p>4. (In the sentence 4-5 , the student misinformed tobe “was” in the sentence 4-5, it should be “is” in the sentence 4-5).</p>	<p>1. We can say that this is 1000 km² bigger than Singapore.</p> <p>2. The eruption of mount Toba has led to changes in the earth`s weather and the start info the ice age that affects the world civilization.</p> <p>3. An island that settled in the half of the lake.</p> <p>4. The island the middle is joined to the caldera wall by a narrow isthmus.</p> <p>5. which is cut through to enable boats to pass.</p>
13. FCM	<p>1. He have a younger sister and two younger brothers</p> <p>2. He joined SM through the week audition.</p> <p>3. He was 7 to 12 years old growing up there before being a trainee.</p> <p>4. His stage name was chosen by Lee Sooman</p> <p>5. He was announced as a member of NCT U for the special release STATION X, on December 2, 2019.</p>	<p>1.(In the sentence, the student misinformed verb “has” in the sentence).</p> <p>2. (In the sentence, the student misinformed verb “week” in the sentence)</p> <p>3. (In the sentence 3-5 , the student misinformed tobe “was” in the sentence 3-5, it should be “is” in the sentence 3-5.</p>	<p>1.He has a younger sister and two younger brothers</p> <p>2. He joined SM through the weekly audition.</p> <p>3. He is 7 to 12 years old growing up there before being a trainee.</p> <p>4. His stage name is chosen by Lee Sooman</p> <p>5. He is announced as a member of NCT U for the special release STATION X, on December 2, 2019.</p>
14. TS	<p>Swans incredibly flank which are say tobe able to cause dangerous (sometimes fatal) injuries to any</p>	<p>(In the sentence, the student misinformed verb “wings” in the sentence)</p>	<p>Swans incredibly flank which are say tobe able to cause dangerous (sometimes fatal) injuries to any</p>

animal the swan feels threatened by.	animal the swan feels threatened by.
--	--

Errors of Misordering

Table 4. Students` Errors of Misordering

No	Students` Initial Names	Students` Sentence	Aspect of language disordered	Reconstruction Sentence
1.	SRS	He also has red big eyes.	(In the sentence, the student disordered adjective“ big” in the sentence)	He also has big red eyes
2.	EV	She uses ribbons in her red hair.	(In the sentence, the student misordered adjective“ red” in the sentence)	She uses a red ribbons in her hair
3.	CLS	She is grade 7 in junior high school.	(In the sentence, the student misordered “7 grade” in the sentence)	She is 7 th grade in junior high school
4.	SAN	1. Zain has a body small . 2. It spends its time by swimming or just crawling pond the near around.	1. (In the sentence, the student misordered adjective “small” in the sentence) 2. (In the sentence , the student misordered adverb “around ” in the sentence)	1.Zain has a small body. 2. It spends its time by swimming or just crawling around near the pond.

Table 5. How Do The Students Make The Errors

No.	Error	Error in the structure of language
1.	Omission	<ol style="list-style-type: none"> In the sentence, the student omitted verb “have, very ” in the sentence In the sentence, the student omitted plural marks “s” in the sentence In the sentence, the student omitted tobe “is” in the sentence , and the following “at” in the sentence In the sentence, the student omitted verb “that” in the sentence In the sentence, the student omitted plural marks “s” in the sentence In the sentence, the student omitted pronoun “my” in the sentence
2.	Addition	<ol style="list-style-type: none"> added noun “ boy” in the sentence added noun “ My ” in the sentence

3.	Misinformation	<ol style="list-style-type: none">1. In the sentence, the student misinformed verb “very, smiling, face” in the sentence2. In the sentence misinformed verb “window ” in the sentence.3. In the sentence misinformed verb “officers ” in the sentence4. In the sentence, the student misinformed verb “have” in the sentence5. In the sentence, the student misinformed conjunction “so” in the sentence6. In the sentence, the student misinformed conjunction “so” in the sentence7. In the sentence, the student misinformed tobe “was” in the sentence, it should be “is” in the sentence.8. In the sentence, the student misinformed adverb “also” in the sentence9. In the sentence, the student misinformed verb “ have” and it is followed “bodies” in the sentence10. In the sentence, the student misinformed verb “been” in the sentence11. In the sentence, the student misinformed verb “has” in the sentence12. In the sentence the student misinformed adjective “big” than Singapore.13. In the sentence, the student misinformed verb “have” in the sentence.14. In the sentence, the student misinformed noun “half” in the sentence.15. In the sentence, the student misinformed verb “wings” in the sentence
4.	Misordering	<ol style="list-style-type: none">1. In the sentence, the student misordered adjective“ big” in the sentence2. In the sentence, the student misordered adjective“ red” in the sentence3. In the sentence, the student misordered “7 grade” in the sentence4. In the sentence misordered adjective “small” in the sentence5. In the sentence misordered adverb “around ” in the sentence.

DISCUSSION

The results of the data analysis show that there were 220 misformations (60,27%), 97 omissions (26,58%), 23 misorderings (6,30%), and 25 additions (6,85%), all of which are pertinent to the research conducted by Bungsu.O.P., Daud.A., and Masyhur in the year 2021. Four different types of sources were frequently responsible for these mistakes: learning context (21 errors, or 5.94%), communication strategy (64 errors, or 17.82%), interlingual transfer (54 errors, or 14.85%), and intralingual transfer (226 errors, or 61.39%). According to the findings of the second Sadiyah. R., Royani S.A (2019) study, the most common errors made by students in their writing were verb agreement (41%), pronoun (18%), use (15%), sentence structure (12%), spelling (9%), and capitalization error (5%). The third study, conducted by Qamariah.H., Wahyuni.S., and Meliana (2020), found that there

were 11 different types of grammatical errors, including errors in the use of verb tenses, singular/plural nouns, adjectives, prepositions, to-be clauses, articles, modal/auxiliary clauses, nouns, objective pronouns, and phrasal verbs (Magnifico et al., 2019). Overall, the students made 48 different grammatical.

The results of the error analysis process show that students are committed errors into four types: omission, addition, misinformation, and misordering. From frequency of each type of error, the misinformation is the most frequent error generated by students. This error was made for the most part students don't understand about target language rules either, so that students generalize rules and apply them incompletely (Primasari et al., 2021).

Besides that, errors happen because of their mother tongue and their Indonesian logic thinking. In short, it shows that the use of grammar in writing descriptive text are difficult for students (Febriyanto & Yanto, 2019). Therefore, they are still lacking understand English Grammar in terms of tenses because in Indonesian does not have a tenses system that shows the time of the event not like English (García Santalla, 2022). Therefore, they tend to make errors in writing. The most common errors made by seven grade at SMP Negeri 1 Jorlang Hataran is in error of misinformation. For example, In this case, students often make errors in misinformation when they pick the error item in the right place. For example; he have black hair while it is supposed to be he has black hair.

CONCLUSION

Based on these finding, the researcher found the types of grammatical errors made by students when writing descriptive sentences. The errors collected by this study are classified according to Dulay's theory. The researchers found that the types of errors made by seven grade students of SMP Negeri 1 Jorlang Hataran when writing were ranked from the highest to the lowest total number of errors, misinformation, omissions, misordering and addition. concluded that it was a errors, and the error is screwed up. As a result of the error analysis process showed that firstly, , secondly , misinformation and ommision are committed by students more than addition and misordering errors and many students didn't mastery in grammar and focus on the simple present tense

In other words, the researcher observed that when students were writing explanations, they found it difficult to construct sentences using a grammar based on the simple present tense. Many students struggle with writing in addition to grammar. Second, the students' tardiness in assembling responses to the researchers' inquiries demonstrates a lack of enthusiasm and comprehension in the teaching of the English language. Therefore, analyzing students' grammatical errors in writing is useful because it allows the teacher to know the actual state of students' writing abilities. Because of this, some errors occurred during the research.

REFERENCES

- Alfaki, I. M. (2015). University Students' English Writing Problems: Diagnosis And Remedy. *International Journal Of English Language Teaching*, 3(3), 40–52.
- Ariyanti, A., & Fitriana, R. (2017). Efl Students' Difficulties And Needs In Essay Writing. *Proceedings Of The International Conference On Teacher Training And Education 2017 (Ictte 2017)*, 32–42. <https://doi.org/10.2991/ictte-17.2017.4>
- 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>
- 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>
- García Santalla, M. Á. (2022). *Teaching Through Clil And Elf: A Practical Proposal For Secondary Education*.
- Harahap, K. (2017). *Improving Students' Achievement In Writing Narrative Text Through Chain Story Technique At Second Grade Of Mts Al-Washliyah Tembung*. State Islamic University Of North Sumatera. <http://repository.uinsu.ac.id/Id/Eprint/2648>
- 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>
- Irsa, M. (2019). Transition-Action-Detail (Tad) Strategy For Teaching Recount Text. *Eti Setiawati, Et Al.(Eds.)*, 429.
- 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>
- 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>
- Lisnora Saragih, E. L., & Sirait, M. L. (2022). Penanda Kesantunan Berbahasa Pelaku Wisata: Kajian Sosiopragmatik. *Jurnal Kajian Bahasa, Sastra Dan Pengajaran (Kibasp)*, 6(1), 146–163. <https://doi.org/10.31539/kibasp.V6i1.4804>
- 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>
- 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>
- Primasari, Y., Sari, H. P., & Sutanti, N. (2021). The Chain Writing Method In Learning Writing For Information Technology Faculty Students: The Effectiveness. *Jares (Journal Of Academic Research And Sciences)*, 6(2), 49–58.
<https://doi.org/https://doi.org/10.35457/jares.V6i2.1631>
- Purnamasari, I. T. A. (2022). *Analyzing Teachers'implementation Of Authentic Assessment In English Lesson At Smkn 4 Bulukumba*.
- 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. *Eduutama*. <http://repository.ikipgribojonegoro.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>