Improving Students' Writing Skill by Applying Fishbone Techniques at the Grade X MAN 2 Padang Lawas

Susi Melyana Harahap [1]
Susimelyana12@gmail.com

Nazriani Lubis (corresponding author) [2]
nazrianilubis@umnaw.ac.id

[1] English Language Education Study Program

[2] Universitas Muslim Nusantara Al Washliyah

Abstract − This study aims to determine the improvement achieved by students in the ability to write descriptive text using the fishbone technique. This research was conducted by applying quantitative research method and an experimental research design consisting of pre-test, treatment and post-test to improve students' descriptive writing skills using the fishbone technique in class X MAN 2 Padang Lawas. The instruments used are writing descriptive text materials based on a given topic, written test, fishbone improved by the students and lesson plan (RPP). To assess students' performance in writing descriptive text, several criteria are used. The cumulative score ranges from (0-100). To determine student achievement in writing there are several criteria that are considered to have five scales of assessment components namely content, organization, vocabulary, use of language, and mechanism. After analyzing the data, it is concluded that there is significant effectiveness of using the Fishbone Technique on the student's writing skill. The finding shows that the score of t (effect) is 0.06. Therefore the effect of using the Fishbone Technique has a significant effect on students' achievement in writing skills.

Keywords: Fishbone Technique, Writing Skills, EFL Students

Abstrak − Penelitian ini bertujuan untuk mengetahui peningkatan yang dicapai siswa dalam kemampuan menulis teks deskriptif dengan menggunakan teknik fishbone. Penelitian ini dilakukan dengan menerapkan penelitian kuantitatif
metode dan rancangan penelitian eksperimen yang terdiri dari pre-test, treatment dan post-test untuk meningkatkan keterampilan menulis deskriptif siswa dengan menggunakan teknik fishbone pada siswa kelas X MAN 2 Padang Lawas. Instrumen yang digunakan adalah materi menulis teks deskriptif berdasarkan topik yang diberikan, tes tertulis, fishbone yang diperbaiki oleh siswa dan RPP. Untuk menilai kemampuan siswa dalam menulis teks deskriptif, digunakan beberapa kriteria. Skor kumulatif berkisar antara (0-100). Untuk menentukan prestasi siswa dalam menulis ada beberapa kriteria yang dianggap memiliki lima skala komponen penilaian yaitu isi, organisasi, kosa kata, penggunaan bahasa, dan mekanisme. Setelah menganalisis data, disimpulkan bahwa ada keefektifan penggunaan Teknik Tulang Ikan yang signifikan terhadap keterampilan menulis siswa. Temuan menunjukkan bahwa skor t (efek) adalah 0,06. Oleh karena itu pengaruh penggunaan Teknik Tulang Ikan berpengaruh signifikan terhadap prestasi belajar siswa dalam keterampilan menulis.

Kata kunci; Teknik Fishbone, Keterampilan Menulis, Siswa EFL

1. Introduction

We need at least the ability to write, to speak, to listen and to read in learning English. Being able to write English is very important, it is used in many aspects of global literature such as political and military agreements, advertisements, business transactions, filings, legal documents, newspapers and especially in education.

Based on the 2013 Curriculum, students must not only be able to understand the nature of writing but also be able to produce certain short functional texts. In addition, students can be facilitated by writing for better learning English. However, according to the ELT author's observation, it was found that many students had difficulty writing descriptive texts or were even confused in finding and developing main ideas. The observation results show that the students' writing scores of 36 students; 13 students got 68; 10 students get 70; obtained 9 students 73rd; 4 students got a score of 75. This means that more than 60% of the 36 students were lacking in writing. It becomes a problem when students find it difficult to process their ideas into a text, sometimes they don't even know what to do at the beginning of writing. Therefore we need a technique to help students, especially in writing. One of the available techniques is the fishbone technique. Anisatun 2018:93 states that "Writing is a process, namely the process of pouring ideas or ideas into deep written language the

practice of the writing process is manifested in several stages which constitute one a more complete system". Then according to Danim (2017:75) states that "Writing is one side of language skills, because of their nature, then the exercises are continuity is a requirement. The author must have a lot of experience and vocabulary." Meanwhile, according to Cahyaningrum, et al (2018:45) said that writing skills are very important to be taught at various levels education. In the world of education writing skill is one of the skills emphasis on training and development, in addition to reading and arithmetic. Many experts have put forward the notion of writing (Boals in Qismullah 2018) stating that writing is a process of making meaning and a series of text-making activities including generating, organizing, and developing ideas in sentences as well arrange, shape, re-read text, edit and revise a text. Writing skill is a form or form of language ability or skill the last language learner mastered after listening, speaking, and reading.

When it comes to fish bones, it instructs students to create a visual representation that clearly shows the relationship between the topic and the various aspects that affect it. The shape of the model resembles a fish skeleton. The topic to be analyzed is represented by the fishbone, and the factors or categories of factors related to the topic are represented by the fishbone. It is fun for students to write in a creative way (Slameto, 2016; Shinde et al., 2018). To overcome this problem, the researcher proposes using the fishbone technique to improve students' writing skills in ELT based on Ishikawa's theory with the 4-step fishbone diagram; preparation, drawing, identification, and production. The reality happened in the school MAN 2 Padang Lawas, the students' writing skill is still low, they have difficulty in learning English Lesson, the students' motivation is very low because they don't understand about structure or grammar in English and the researcher noticed that the media and technique used by the teacher was not interesting.

2. Literature Review

2.1 EFL Students' Writing Skill

Anisatun (2018:93) states that "Writing is a process, namely the process of pouring ideas or ideas into deep written language the practice of the writing process is manifested in several stages which constitute one a more complete system". Then according to Sudarwan Danim in the journal Qodaroh (2017:75) states that "Writing is one side of language skills, because of their nature, then the exercises are continuity is a requirement. The author must have a lot of experience and vocabulary." Meanwhile, according to Cahyaningrum, et al (2018:45) said that writing skills are very important to be taught at various levels education. In the world of education writing skill is one of the skills emphasis on training and development, in addition to reading and arithmetic. Many experts have put forward the notion of writing (Boals in Qismullah 2018) stating that writing is a process of making meaning and a series of text-making activities including generating, organizing, and developing ideas in sentences as well arrange, shape, re-read text, edit and revise a text. Writing skill is a form or form of language ability or skill the last language learner mastered after listening, speaking, and reading.

2.2 Writing Descriptive Text

Descriptive text is one of the text which presents information about something specifically. The purpose descriptive text is to describe a particular person, thing or place. (Hornbill, 2017:4). Descriptive writing or called as description describes object whose features are concrete and touchable, (Subekti, 2017:57). This text's very helping the student to construct theidea into a text. The students can write about someone or something based on factual fact in their life. According to Febriani (2011:17) the purpose of the descriptive text is to get the reader imagine within the story to get pleasure and information. Generally, the purpose of descriptive text is to describe something, someone, a place, animal, or plants specifically. It means that descriptive text aims to provide clear details about how something or someone looks. A descriptive text tells the reader about something.

2.3 Fishbone Technique in Writing

Fishbone is often referred to as the Ishikawa Diagram. Mention this diagram is called the Ishikawa Diagram because Dr. Kaoru Ishikawa in the 1960's. The mention of this diagram is the Fishbone Diagram because this diagram resembles a fishbone skeleton whose parts include the head, fins and spines. A fishbone diagram is a visual tool for identifying, tracing, and graphically depicting in detail all causes that cause related to a problem. The basic concept of a fishbone diagram is fundamental problem Placed on the right side of the diagram or in the section head of a fish skeleton. The cause of the problem is described in fins and its thorns. The categories of problem causes are often used as a starting point includes raw materials, machinery and equipment, humans labor (human resources), method (method), mother nature/environment (environment), and measurement (measurement). Six causes of problems this is often shortened to 6M. Other causes of the problem besides 6M could be selected if needed. To find the cause of the problem, both originate of 6M as described above or other possible causes brainstorming techniques are used. According to Neyestani (2017) a fishbone diagram or a causal diagram which has a shape like a fish skeleton is a diagram that used to identify quality problems by grade interests. Fishbone diagram is one of the solving tools a problem by investigating and analyzing it. Systematic of all the potential causes that can cause an effect single. According to Juran and Godfrey, (1998), a fishbone diagram is a tool efficient way to complement an organization's data management for Explore all possible causes of the problem. According to Omachonu and Ross (2004), fishbone diagram serves as a tool for solve a problem by gathering and organizing possible causes, ranking the causal factors that is most likely to occur, as well as studying any causal factors that several important factors

exist in the fishbone diagram, namely humans, material, environment, machine, method.
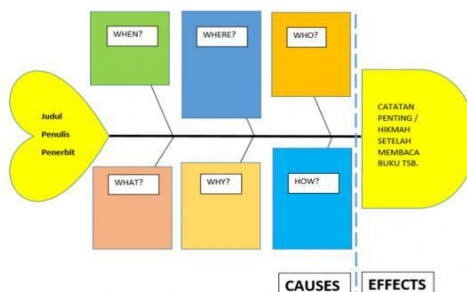
Picture 2.1 The Diagram of Fishbone in Writing
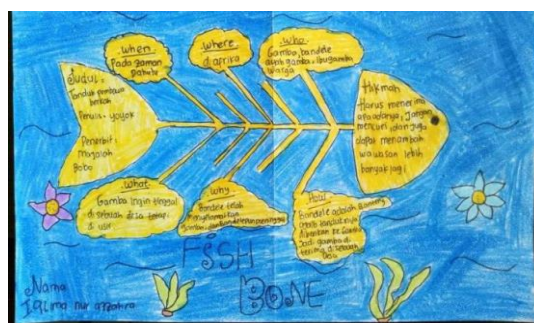
Picture 2.2 The Example of Fishbone in Writing Taken From Neyestani (2017)

3. Methodology

3.1 Research Design

This research is conducted using quantitative research method and experimental research design consisting of pre-test, treatment and post-test to improve students' descriptive writing skills using the fishbone technique in class X MAN 2 Padang Lawas. In conducting experimental research, the group is divided into two groups, namely, the experimental group and the control group. The experimental group is the group that received treatment using the fishbone technique, while the control group is the group that receive the treatment without the fishbone technique. For the two groups the researcher give a pre-test, after the pre-test is finished, the writer also give treatment to the two classes. After applying the treatment, the authors give a post-test to both the experimental class and the control group.

3.2 Population and Sample

3.2.1 Population

Bailey (Priyono, 2016:104) stated that" Population is the whole unit of which want to be investigated. In this research, the population classes of ten classes, namely science major, social major and religion major.

3.2.2 Sample

According to Arikunto (2010: 232), the sample is part or representative of the research. The sample is more important because the sample is a sub-group of this study. So the writer will take samples from class X-1 and X-2. That is about 60 students out of the population. Students will be grouped into two classes. The experimental class consist of 30 students from X-1 and the control class consisted of 30 students from X-2.

3.3 The Instrument of the Research

Basically research is measurement, so we need a good measuring instrument. According to Sugiyono (2011: 102) "Because in principle research is to make measurements, then there must be a good measuring instrument". In this study using the test system given to the sample. By using fishbone technique instruments, students will easily develop writing

skills using fishbone technique. This technique will make it easier and faster to get the results desired by researchers. The advantage of using this technique is that the sample or students can freely develop students' creativity in writing skills. The data collection instrument is teaching materials and a write test . Students are asked to:

a) write a descriptive text materials based on a given topic,
b) written test,
c) fishbone improved by the students and
d) lesson plan (RPP).

To assess students' performance in writing descriptive text, several criteria are used. The cumulative score ranges from (0-100). To determine student achievement in writing there are several criteria that are considered to have five scales of assessment components namely content, organization, vocabulary, use of language, and mechanism.

3.4 Technique of Collecting Data

The author obtained and collected data in this study using techniques and collection tools in the form of tests. The tests in this study used pre-test and post-test student worksheet tests. After first being given an explanation to the respondent about the fish bone technique. The indicators of this test are collecting data from writing skills, understanding the contents of the text and sentences that must be completed.

Arikunto (2005:53) states that "A test is a tool or procedure used to determine or measure something in an atmosphere by means of predetermined rules". The test is used to find out whether student achievement has increased or not. There is a pre-test, treatment, post-test. Technique of collecting data is students' writing. The data was collected by applying some steps as follows.

1) Explain about Descriptive Text
2) Ask the students to write descriptive text
3) Assess the students' pre test
4) Giving pre-test to both groups.
5) Teaching in the experimental group by applying Fishbone Diagram
6) Take back pre-test from both group
7) Treatment (Teacher gives paper, draw fishbone, make paragraph and design of fishbone)
8) Scoring the students' test
9) Teaching in the control group by using Free Writing Style.
10) Giving post-test to both groups.
11) Take back pre-test from both group
12) Scoring The students' test.

3.5 Technique of Analyzing

Data is collected and analyzed by doing 'quantitative analysis writing'. Student problems will be identified using the rules of criteria considered in the writing skills test and then the test results are analyzed to show achievement data. Analysis to find out this tool can be used to prove whether teaching writing with the fishbone technique can improve writing skills

$$t = \frac{Mx-My}{\sqrt{[\frac{dx^2+dy^2}{Nx+Ny-2}]} \ [\frac{1}{Nx}+\frac{1}{Ny}]}$$

Where:

t	: the effect
Mx	: the mean of experimental group
My	: the mean of control group
Dx2	: standard deviation of experimental grooup
Dy2	: standard deviation of control group
Nx	: the total number sample of experimental group
Ny	: the total number sample of control group

4. Results and Discussion
4.1 Result

This chapter discusses the analysis and research findings based on the data collected during the observations. Based on the research problem, the following research findings are discussed: (1) How is the fishbone technique applied in teaching English to improve students' writing skills, and (2) How effective is the fishbone technique in improving students' writing skills. The description is derived from the analysis of the findings and the theoretical framework that has been

discussed in Chapter II. The author would like to present the results of research findings from this study. The first part is the presentation of data. This section discusses the findings of survey and experimental research. Presentation of survey data focused on test results and related to student scores on the pre-test and post-test in both groups, experimental and control.

The second part is data analysis. This section presents a statistical calculation of the pre-test and post-test data, which verifies the use of the fishbone technique to improve students' writing skills.

Finally, the third part is discussion. This section provides a detailed discussion of the results of the data analysis. The following are the results of the pre-test and post-test of the two groups. Namely, the control group and the experimental group.

Look for the pre-test and post-test scores in the control group needed by early students, pre-test scores are obtained from student scores before being explained about descriptive text, post-test scores are obtained from student scores after being explained about descriptive text. The deviation is obtained from the difference in values from the post test and pre test. The standard deviation of the control group is obtained from the difference in deviation minus the average of the control group.

The square of deviation is obtained from the squared value of the standard deviation of the control group.

Table 4.1 The Result of Pre Test and Post Test of the Control Group

No	Student's Initial	Score of Pre Test	Score of Post Test	Deviation (d) d = post test-pre test	$My = \frac{\sum d}{N}$ $My = \frac{120}{20}$	(dy)= d- My	Square of Deviation (dy²)
1	LH	70	75	5	6	-1	1
2	FS	68	72	4	6	-2	4
3	NN	68	75	7	6	1	1
4	MS	72	75	3	6	-3	9
5	THN	68	78	10	6	4	16
6	IA	72	78	6	6	0	0
7	P	78	80	2	6	-4	16
8	SRT	65	75	10	6	4	16
9	SFA	73	80	7	6	1	1
10	UAH	75	80	5	6	-1	1
11	SEH	68	75	7	6	1	1
12	S	68	76	8	6	2	4
13	SH	68	78	10	6	4	16
14	AMD	73	78	5	6	-1	1
15	JH	68	75	7	6	1	1
16	SA	73	78	5	6	-1	1
17	NA	68	73	5	6	-1	1
18	ENSH	78	80	2	6	-4	16
19	MSN	68	70	2	6	-4	16
20	AP	60	70	10	6	4	16
	Total	1409	1521	$\sum d = 120$		0	dy² =138

Finding the pre-test and post-test scores in the experimental group needed by early students, pre-test scores were obtained from student scores before being explained about descriptive text and fishbone technique, post-test scores were obtained from student scores after being explained about descriptive text and fishbone technique. The deviation is obtained from the difference in values from the post test and pre test. The standard deviation of the control group is obtained from the difference.2 in deviation minus the average of the experimental group. The square of deviation is obtained from the squared value of the standard deviation of the experimental group.

Table 4.2 The Result of Pre Test and Post Test of the Experimental Group

No	Student's Initial	Score of Pre Test	Score of Post Test	Deviation (d)	Mx =	dx= d- Mx	Square of Deviation (dx²)

				d = post test-pre test	$\frac{\sum d}{N}$ $Mx = \frac{313}{20}$		
1	RJH	60	82	22	16	6	36
2	NH	60	86	26	16	10	100
3	MH	75	92	17	16	1	1
4	AS	75	90	15	16	-1	1
5	ASS	75	80	5	16	-11	121
6	ASH	70	80	10	16	-6	36
7	AFN	80	95	15	16	-1	1
8	MRH	75	80	5	16	-11	121
9	HH	65	80	15	16	-1	1
10	AH	65	85	20	16	4	16
11	RSH	68	84	16	16	0	0
12	RAH	60	86	26	16	10	100
13	MMH	75	88	13	16	-3	9
14	DRH	75	80	5	16	-11	121
15	NSJ	68	85	17	16	1	1
16	RNS	70	87	17	16	1	1
17	FH	75	88	13	16	-3	9
18	ASPH	65	88	23	16	7	49
19	YRH	75	88	13	16	-3	9
20	ISS	65	85	20	16	4	16
	Total	1396	1709	$\sum d$ = 313		-7	dx² = 1531

Determining mean the result test of the students. The calculation of the mean of experimental group is as follow: Based on the table above, it can be seen that students mastered language skills in applying the Fishbone Techniques in the written test. After applying the pre test and post test in the experimental group and the control group, scores were obtained. To motivate students' writing skills, it has a significant influence in the learning process. This can be seen from the scores obtained by students. According to Apriliya and Putri (2018) the Advantages of fishbone as follows:

1. it can be of great help in a situation where a person or team of people is trying to determine the cause of some problem.

2. a fishbone diagram helps the team by providing a convenient and easily understood way of thinking of and listing possible causes of the problem that is being faced.

3. The team comes up with basic sources of possible problems and then brainstorms, trying to think of what aspects of these sources could possiblybe causing the problem.

4.2 Discussion

This research is supported by Tika Sri Rahayu (2019) stated that analysis of Student Error in Writing Descriptive Text." This research used quantitative descriptive as research design. The samples of this study were 31 students that collected by cluster sampling technique. The data of this study were collected by using a test. The result of this study, the researcher found the students make mistakes in omission, addition, and miss formation based on surface taxonomy strategies with a total of 117 errors. The type of error most often done by students in writing descriptive text is miss formation, which are 73 or 62% error.

There were significant difference between the results of the pre-test and post-test, especially in the results of students' scores on writing activities. From the significant difference betweenthe results of the pre-test and the results of the post-test, especially those related to writing activities, the steps for writing are written, in the book SitiAnisatun (2018:94) states that the steps in writing are as follows: idea generation, idea production, and idea processing, it is clear that English competence, especially students' writing activities, increased significantly by using the Fishbone Technique. A fishbone diagram is a visual tool for identifying, tracing, and graphically depicting in detail all causes that cause related to problem.The research noticed that initially the students had to adapt themselves writing in English. At this stage, they needed more time to think and write ideas. However, after about three meetings they were able to adjust. Then, the maste of vocabulary is very recommended to teach in order to make student more capable in writing (Putri, 2020).

In the experimental group, teaching by using the Fishbone Technique enabled students to learn, not only to learn grammar patterns but also to write descriptive texts, and make fishbone diagrams and how to use their writing skills in a timely manner. By using the Fishbone Technique, they can be enhanced in real communication to encourage language learning. In using a communicative approach in class,they use language through the media. Communicative activity is one of the media that can be used by teachers. As a result, in the post-test, there was a greater difference in students' writing activity in the experimental group compared to the control group. In this case, EFL teacher needs to provide the assessment

systematically (Lubis, 2020: Wang & Li, 2021) since L2 teachers have the authority to create the program of writing for the students (Yang, 2013)

In the control group, students only usedtraditional methods. In using traditional teaching methods, the teacher did not bring students to the learning process, especially the writing learning process which involves doing, reacting, living and experiencing through actual situations and reacting to various aspects of these situations. In the traditional teaching method, students only write when the teacher asks them to read a paragraph aloud or when they answer the teacher's question. There is no place for students to engage in real communication to promote language learning. Using a communicative approach also enables natural learning, where learning takes place within the learner and creates a context that supports learning. Communicative activities support individuals in this learning effort.

In the experimental group, almost all students experienced an increase in post-test scores compared to pre-test. However, even though almost all of them in the experimental group score higher on the post-test than the pre-test. Their writing activity score was quite high.

Students in the control group cannot develop their writing skills becausethey cannot use the language they know to convey meaning as effectively as possible and furthermore they cannot pay greater attention to the social context in which interactions occur. In this case, EFL students need to be taught by collaborative method (Putri, 2019)

5 Conclusion

In the control group, students only used traditional methods. In using traditional teaching methods, the teacher does not bring students to the learning process, especially the writing learning process which involves doing, reacting, living and experiencing through actual situations and reacting to various aspects of these situations. Meanwhile in the experimental group, teaching using the Fishbone Technique enabled students to learn, not only to learn grammar patterns but also how to write descriptive texts, and make fishbone diagrams and how to use their writing skills in a timely manner. By using the Fishbone Technique, students can be enhanced in real communication to encourage language learning. In using a communicative approach in class, students use language through the media. Communicative activity is one of the media that can be used by teachers. As a result, in the post-test, there was a greater difference in students' writing activity in the experimental group compared to the control group. After analysing the data, it is concluded that there is significant effectiveness of using Fishbone Technique on the student's writing skill. The finding shows that score of t (effect) is 0.06. Therefore the effect of using Fishbone Technique has a significant effect in students' achievement in writing skill.

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