THE EFFECT OF GUIDED WRITING ON STUDENTS' WRITING SKILLS: A STUDY IN A PUBLIC SCHOOL IN PANDEGLANG

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Abstract

The purpose of this research is to explain whether the effect of guided writing can improve the students' writing skill. The writer will conduct in the form of quasi experiment in this research. There are involving two classes for the research, namely experiment class and control class. The experiment class will use guided writing as the technique and the control class without using guided writing. Before starting the treatment, the writer giving pre-test to know how far the students' ability in writing text. After the writer giving the pre-test, the writer give the treatment to the experimental class, in the case the eighth grade students in class 8. The writer applied the technique or treatment of using guided writing. The next meeting the writer gave post-test to find out whether there is significance effect using guided writing technique toward the writing skill students. the result of the study, the researcher drew two conclusions. The first conclusion is that guided writing can significantly improve the students' writing skill. In this case, the students could correctly construct sentences based on the grammar explained by the researcher.. In general, students are encouraged to practice writing as much as possible. The second point to be concluded is that the implementation of guided writing has improved the students motivation in learning writing.

Keywords: Guided Writing, Writing Skill

Submitted: 25 February 2021 *Revised:* 26 March 2021 *Accepted:* 28 March 2021

INTRODUCTION

Language is tools of communication, that is get information, ideas or feeling from one person to another. Because language is very importance, people need to learn it. English is one of them languages which are used in all parts of the world. It is used widely, almost all countries use it either as the first, second or foreign language. As an international language, English has become an important subject to be

mastered by Indonesian students, either for communicative purposes or for academic purposes. Speak English as a means of communication and transferring information in globalization era becomes essential. In junior high school, English teaching expectedly helps students to develop their communicative competence both in spoken and written form, which is manifested in four language skills: listening, speaking, reading and writing. It is also clearly stated in the

2004 curriculum of Junior High School (1) Developing the communication competencies in oral and written models to reach the functional literacy; (2) Having awareness about the essence of English to increasing a national compete in a global environment; and (3) Increasing comprehension to the pupils about the connection between language culture (Kurikulum Tahun 2004 Mata Pelajaran Bahasa Inggris Untuk SMP/MTs Departemen Pendidikan Nasional Jakarta 2004: 38.

From the statements above, writer can be concluded that learners should be aware of the nature and the importance of English in order to improve their competence in competitive globalization era and skill. The competency of English that has to be developed is limited to language accompanying action in school context and environment. In addition, the teaching of English at Junior High School is intended for the improvement in understanding the relationship between language and culture. Therefore, the learners should be able to use English both in oral and written communication to support those demands stated above.

Some previous studies had discussed this issue. As Sulaeman

(2017) and Darmanah (2020) which proved the importance of writing in language learning.

Therefore, based on the previous background of the study, the writer would like to identify the problem as followed: (1) Can the tenth grade of students at SMP 3 Cipeucang write well in class? (2) Do the tenth grades of students get some improve after being taught by guided writing? (3) Is there any specific method that could be applied to the effect of guided writing on the students in writing skill at SMPN 3 Cipeucang?

Based on the statement the writer would like to formulate the problem as follow "Is there any effect of guided writing on the students writing skill at SMPN 3 Cipeucang?" The last, the objectives are followed: (1) To describe whether the effect of guided writing improves the students' on writing skill; and (2) to describe the response writing skill students at SMPN 3 Cipeucang of the implementation in the effect on guided writing.

THEORETICAL REVIEW

Many experts have given many definitions about writing. Writing is not only more than putting spoken language but also into written form.

This is in line with Brookes and Grundy (2000: 1) who state that “written language was thought by some people to be spoken language put into written form. Beside it, the other assumption that writing is putting the spoken language into written form is only true for activities like taking down dictation or transcribing.”

According to Harris (1993: 10) states that “writing is a process that occurs over a period of time, particularly if we take into account, there sometimes extended periods of thinking that precede creating an initial draft.” Furthermore, he also explains (1993: 122) that writing is a complex activity. It is of fundamental importance to learning, to personal development, and to achievement in the education system. Teachers need to strive continually to find the best way to help pupils find fulfillment as writers.

According to Hedge (1998: 19), “writing is a process. In fact, it is a complex process with a number of operations going on simultaneously. Moreover, some writers seem to have a much better understanding of how to make the process work effectively for them and consequently produce more successful pieces of writing.” From those definitions above, we can

conclude that writing is a process which involved complex activities, personal development, and fundamental towards education system going on simultaneously to produce successful piece of writing.

Another definition comes from Byrne (1997: 1) who said that writing is the act of forming letters or combination of letters: making marks on flat surface of some kind. It is more than production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged according to certain conventions to form words, and words arranged to form sentences.

From the definition above it can be concluded that writing is the production and process of graphic symbols which have to be arranged according to certain conventions to form meaningful words, sentences, etc. From all of the explanation above it can be concluded that writing is a complex process and activities to arrange and produce written form in which the writer uses certain convention of variables of linguistic aspects (word spelling, sentence structure, punctuation, etc.) in order to express idea, thought, opinion, and

feeling so that people, as readers, can understand.

Writing is a complex process that consists of several stages. Brookes et al. (2000: 7) state that tackling one by one the elements which determine what we write down is what process writing is about. According to McCrimmon (1984:10), the writing process is divided into three stages: *planning*, *drafting*, and *revising*.

Planning is a series of strategies designed to find and produce information in writing. It is also called pre-writing. In this stage, the writer selects a topic and gathers information or ideas. In short, planning is the first step of writing process that helps the writers uncover, explore, and evaluate the topic. Maybe in the planning we can make list of writing for explanation.

Drafting is a series of strategies designed to organize and develop a sustained piece of writing. In drafting, the writer should make decision about the main idea that will be expressed. Then, the writer will focus on the outline in which they organize the content of writing in order to be coherent with supporting sentence or supporting paragraph. Finally, we tried giving the title, introducing, and

making paragraph into the complete writing.

Revising is a series of strategies designed to re-examine and reevaluate the choices that have created a piece of writing such as in the word. In revising, the writer should criticize their rough draft in order to check whether or not the purpose is clear. The writer also checks the aspects involved in writing activity such as: spelling, diction, grammar, punctuation, paragraph development, conclusion etc. This revising can be done several times until all of the important aspects in writing are well constructed and include. Then all of these stages have been done, the writers can get the result of writing and know main point was explained.

The purpose of writing considers the purpose of the text or author. That is, its communicative function. Texts can be grouped, for example, according to whether they are intended to entertain, inform, instruct, persuade, explain, argue a case, present arguments, and so on (Harris, 1993: 10). In academic purpose, Byrne (1997: 6) states that there are five pedagogical purposes of writing:

- a. The introduction and practice of some form of writing enables us to

provide for different learning styles and needs.

b. Written work serves to provide the learners with some tangible evidence that they are making progress in the language.

c. Exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone.

e. Writing provides variety in classroom activities, serving as a break from oral work.

f. Writing is often needed for formal and informal testing.

Based on the argue above the writer can conclude purpose of writing are intended to entertain, inform, instruct, persuade, explain, argue a case, present arguments, and so on.

To make a good writing, a writer should pay attention on the unity, coherence, and cohesion of the paragraph. According to Oshana and Hogue (1988: 17) unity means that a writer discusses only one main idea in each paragraph. If the writer starts to discuss a new idea, he/she has to start a new paragraph. Every supporting sentence in the paragraph must be directly related to the main idea. Any information that does not

directly support the topic sentence should not be included. According to Tannen in Reid (1993: 37) coherence is the broader-based concept: it is the underlying organizational structure that makes the words and sentences in discourse unified and significant for the reader. In other words, it can be said that coherence manages the elements in the sentences and paragraphs into orderliness, sequence, and clarity. A text is coherent when the ideas in the text give it sense of semantic unity. Cohesion is a property of the text. Halliday and Hasan in Richards (1997:105) state that cohesion refers to the linking relationships that are explicitly expressed in the surface structure of the text. Meanwhile, Connor and Johns in Reid (1993: 36-37) define cohesion as the more limited term: specific words and phrases (transitions, pronouns, repetition of key words and phrases) that tie prose together and direct the reader.

Halliday and Hasan in Hedge (1998: 91-92) divide cohesive devices into five types. *Pronouns* and *demonstratives* are the most common reference words in English. The examples of pronouns are *it*, *this*, *he*, *she*. Example: The children didn't

want to come because *they* want to stay at home. *Substitution*, to avoid repetition in the text, a word or phrase may substitute for an earlier item. Example: "We wanted to buy some glasses and finally bought some French *ones*. *Ellipsis* refers to the omission of words or phrases. Example: "Would you like to hear another verse? I know twelve (verse) more." *Conjunction*, the use of different conjunctions requires different sentence structure and punctuation. Here are the classifications: Coordinating conjunctions such as *and*, which link independent clauses, Subordinating conjunctions like *since*, which link a subordinate clause to an independent one, and Conjunctive adverbs like *however*, which have no grammatical function but indicate logical relationships such as time sequence, cause and effect, addition, or opposition. The example of conjunction: "I was not informed. Otherwise I would have taken some action." So, we can conclude the criteria of writing especially make good writing must include, unity, coherence, and cohesion.

According to Harmer (1998: 73), there are four reasons for teaching writing to students of English as a

foreign language. *Reinforcement*, some students acquire languages in a purely oral way, but most of them benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it. *Language development*, the actual process of writing helps learners to learn as they go along. The mental activity they have to go through in order to construct proper written texts is all part of the ongoing learning experience. *Learning style*, Writing is appropriate for learners who take little longer time at picking up language just by looking and listening. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication. *Writing as a skill*, Teaching writing is a basic language skill just as important as speaking, listening and reading. Students need to know how to write letters, how to reply advertisement etc. They also need to know some of writing's special conventions such as punctuation, paragraph construction etc.

In analytic scoring, different components and features of students writing are given separate scores. The components are content dealing with the appropriateness to the title,

organization dealing with the text cohesion and 28 paragraph unity, vocabulary dealing with the precision of choosing and using words, language use or grammar dealing with tenses, and mechanics dealing with spelling and punctuation. Based on explain above we can said the teaching of writing according Harmer there are: Reinforcement, Language developmen, Learning style, writing as skill.

Some advantages and disadvantages of guided writing based on explanations above are as follows. First, on the positive side, students appreciate the models or examples that show what they have to do in writing. Students' vocabulary growing is involved in the process of writing preparation so that students may build their self-confidence in composing writing. Students may more quickly go through the exercises orally, so that students can see how they work. In oral preparation, it can be done in different ways according to the interest and ability of the class. Furthermore, ideas about what to write come from the students themselves. This makes the activity much more interesting and involves the class more.

Byrd and Gallingame in Reid (1993: 26) states that: "The exercises in *Write Away* are grammatically focused and are always meaningfully contextualized. Students will be able to use their understanding of the content to sharpen their grammatical accuracy and understand content of the text. The advantage of using *Write Away* is that these grammatical operations in writing and revising are anticipated and laid out in the sequence of each unit. The results of the operations applied in sequence will produce a well-formed composition."

The application of the principles of guided writing may enhance students' grammatical awareness and sentence structure knowledge of a second language, particularly at the lower levels of language proficiency. Despite guided writing's beneficial role in helping the students to produce written work with confidence, because confidence is important for writer there are some disadvantages about guided writing. The model text given by teacher might be too limiting, especially if the object of writing has quite different features. This may lead students either to follow the text too closely (and so write something which sounds unnatural) or to move away

from it too much (and so make many mistakes). It is also criticized for limiting learners' creative thoughts about content of the writing.

Another disadvantages of guided writing comes from Reid (1993: 27) who states that: "The exercises above closely reflect the behaviorist hypotheses: with constant practice of correct structures, students will learn the language and will therefore be able to transfer the repeated guided skills to original utterances. Research in second language acquisition, however, has demonstrated that language is not limited to stimulus-response behavior. Rather than language being directed from the outside, learning is a process that the learner controls and to which the learner contributes. Specifically, writing classes that stress repetition and accuracy while severely restricting composing and original thought serve more as grammar classes."

Furthermore, guided writing emphasizes writing process so that the Product of the writing activities is less purposeful especially for students discovering the texts true message due to the structural aspect of the text. And guided writing can make student confidence and active of writing.

RESEARCH METHOD

Generally, the aim of the research is to find out whether guided writing has significant influence on improving students write in making text or not. Through this research, the researcher also would like to increase the students' skill. In Additionally, the researcher would like to introduce the new way of teaching English which is expected to be helpful in teaching writing. The researcher conducts at SMPN 3 Cipeucang Pandeglang. It lays Jl. Jemah Koncang Cipeucang-Pandeglang

Technique of data analysis is a technique to analyze and identify the data use to know the result. Then, the writers use a test to collect the data. After administering the test, they are process with the following steps:

1. Coding

Each of the answer sheets of the students is coded by giving code A1,A2,A3.....for control class and B1,B2,B3.....for experimental class.

2. Scoring

In this step, the writer give score to the students writing by using scoring guided of writing in the following formula below :

Score:

Content.....+Organization.....+Vocabul

ary.....+Grammar.....+Mechanic.....=
.....(total)

To make easier to interpret the score of the students, the writer considers the interval or rating scale of student's writing to know so far knowledge of students:

Tabel 1. Rating scale

Score	Criteria
21 – 25	Very good
16 – 20	Good
11 – 15	Enough
5 – 10	Poor

3.Tabulating

After scoring the student's writing, the data will be presented in the form of table.

4.Analyzing

In the last step, the writer use t-test to ensure the effectiveness of guided writing in writing recount text.

We can see the formula below:

a.To know the students' achievement think without using guided writing , the writer used mean in control class:

Mean of control class

$$M_x = \frac{\sum X}{N_1}$$

M_x = Mean Control

$\sum X$ = Deviation from X_2 and X_1

N_1 = The number students of A class

b.To know the students' achievement think using guided writing, the writer use mean in experimental class:

Mean of experimental class

$$M_y = \frac{\sum Y}{N_2}$$

M_y = Mean Experimental

$\sum Y$ = Deviation from Y_2 and Y_1

N_2 = The number students of B class

a. To know the t-test, the formula is stated by Arikunto (2006:311) as formulated below:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Notes:

M_x : Mean of Control Class

M_y : Mean of Experimental Class

$\sum X^2$: The sum of deviation of Control class score

$\sum Y^2$: The sum of deviation of Experimental class score

N_x : The total subject of Control Class

N_y : The total subject of Experimental Class

t : The different mean between experimental and control class

Find the formula of t-table

Variable	Experimental Class
Minimum Score	53
Maximum Score	92
Average Score	72.2
Deviation Standard	9.99
Variant	99.958

Find the $Df = (N_1 + N_2 - 2)$ with significance level of 5%

When the t-test is bigger than t-table, it means that null hypothesis is rejected.

RESULT AND DISCUSSION

The research was done in SMPN 3 Cipeucang. The writer chose two classes, there were 8A as an experiment class and 8B as a controlled class, each class consists of 50 students. The writer used guided writing of teaching in experiment class and discussion in control class. It is done to find out whether there is an effect of guided writing on the students' skill in writing recount text at the eighth grade of SMPN 3 Cipeucang.

Based on the data, the data is the test result of experiment and controlled class. The writer obtained the information which included the minimum score, maximum score, the average score (Mean), the standard deviation, and each variance of both

classes experiment class and control class as the following:

The score of the students' skill in writing of the experimental class can be seen through this table.

Table 2. Description Data of Experimental Class

The table shows the score of the students' writing skill was obtained through testing in the form of essay. Based on the score of posttest, it was known that the maximum score was 92 and one student got the higher score because the student more be active in learning process and understand about the material that given. The minimum score was 53. There is one student who obtained the smallest score, it showed the student lack in understanding of form in recount text. The average was 72.2. It is based on the calculation of the students in post test. The writer found the standard deviation was 9.99 and variant was 99.958. The writer concluded that the data of students' skill in writing recount text has variation and because every student has differences to answer the question in essay of recount text, there are differences score and different understanding about recount text. The students had written a good

paragraph of recount text and some students still has lack knowledge for writing the text. Based on the calculation of statistics.

The score of the students' skill in writing of the control class can be seen through this table description data:

Table 3. Description Data of Control Class

Variable	Control Class
Minimum Score	49
Maximum Score	81
Average Score	66.8
Deviation Standard	8.54
Variant	73.035

The table shows the score of the students' writing skill was obtained through testing in the form of essay. Based on the score of posttest, it was known that the maximum score was 81 and two students got the higher score because the student understand about the material that given and more be spirit in learning process. The minimum score was 49. There are two students who got the smallest score, it happened the student was lazy during learning process. The average was 66.8. It is based on the calculation of the students in post test. The writer

found the standard deviation was 8.54 and variant was 73.035. The writer concluded that the data of students' skill in writing recount text has variation and because every student has differences to answer the question in essay, there are differences score and different understanding about recount text. Some of them had written almost a good and the other students still has complicated for writing the text. Based on the calculation of statistics.

The data distribution of the students' skill in writing can be seen through this table frequency.

Table 4. Frequency Distribution of the Control Class

Interval Class	Mid Point	Absolute Frequency	Edge of Class	Relative Frequency (%)
49 – 56	52,5	6	48,5 – 56,5	15
57 – 62	59,5	7	56,5 – 62,5	17,5
63 – 68	65,5	11	62,5 – 68,5	27,5
69 – 74	71,5	10	68,5 – 74,5	25
75 – 80	77,5	4	74,5 – 80,5	10
81 – 86	83,5	2	80,5 – 86,5	5
	410	40		100

To test the data normality, the writer used the Chi Square formula.

Normality test used to know the data was normal or not. Based on the test result of data normality of both experiment and control class, it is obtained that X^2_{value} is lower than X^2_{tabel} at significance value 95% ($\alpha=0,05$) and the sum of sample is 40, so data is distributed normally.

To test the data homogeneity, the writer used the F Test. From the calculation, it was obtained that $F_{\text{value}} = 1.449$ is lower than $F_{\text{tabel}} = 1.704$ at significance value 95% ($\alpha = 0.05$). Because F_{value} was lower than F_{tabel} , it means that all of the population have homogeneity variance at significance value 95% ($\alpha = 0.05$).

This research was aimed at testing the hypothesis which state that there was an effect of guided writing technique on the students' skill in writing. The average score of experiment class was 71.92 whereas the control class was 66.1 and the number of students was 50. Then, by analyzing data through t-test formula, it was obtained t_{value} was 2.771 then consulted with t_{tabel} at significance value 95% ($\alpha = 0,05$) and degree of freedom = 78 it was obtained that t_{tabel} was 1.994. Based on these data, it indicated that hypothesis H_0 was rejected and H_a was accepted because t_{value} was higher than t_{tabel} . In

other word, there was a significance effect of guided writing on the students' skill in writing.

In learning English, there are some difficulties faced by students. For the students of SMPN 3 Cipeucang writing is considered as the most difficult skill. The students are not interested in English writing class, they think writing is a difficult skill, some students do not do the writing well and the students are not confident on their own writing. Besides, the students do not get more opportunity to write in the class or outside the class so that they lack of time to practice writing. Some students do not do the exercise well in writing class, they often copy from others or from books or even do not write anything.

Based on the research, it is found that students writing skill related to vocabulary mastery, sentence structure knowledge, and self-confidence is still low. The teacher does not implement a method giving chance for the students to be active writers in the classroom, and the lesson plan implemented in the class is often monotonous. Furthermore students are not prepared well to do the writing so that they often fail in their writing.

The result of this research also conform to the previous studies as already conducted by Darmanah (2020), Iman (2018), Juanto (2017), Sulaeman (2017), and Yuniartiah, Hikmah, & Baihaqi (2018). Their studies proved that writing plays an important part in language learning, especially for English course.

CONCLUSION

Based on the explanations above, the teacher should use appropriate technique to improve students writing skill. A technique which makes the students of Junior High School learn writing better is by guided writing. Guided writing can be defined as a writing process guided by the teacher limited to structuring sentences, direct answers to questions and language-based exercises which concentrated on vocabulary building, reading comprehension, grammar and even oral skills that culminates in a piece of writing to build students writing skill.

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