

Teaching Recount Text Through Brainstorming

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Diterima	Direvisi	Disetujui
05-02-2020	09-03-2020	09-03-2020

Abstract: The aim of this research is to know the improvement of student's ability in writing recount text through brainstorming at the 8th grade students of MTs. Al-Husna Depok. This study is categorized as a classroom action research and the data were gathered through descriptive qualitative method. The data were gained by analyzing the observation result and the student's writing score of pre-test and post-test. The result of this research indicates that: (1) Teaching recount text through brainstorming is effectively applicable because the procedures are easy to used; (2) Brainstorming technique is advantageous to improve student's writing ability since brainstorming technique helps the students more active and creative, students also do not waste time in writing process; (3) Students' writing skills are significantly improving. It can be proved from the students' increasing score in writing recount text through brainstorming technique. Thus, it can be said that brainstorming technique can be used in writing recount text in 8th grade students of MTs. Al-Husna Depok.

Keyword: Teaching, Speaking, Information Gap Technique

Key words: Teaching, Recount Text, Brainstorming

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui peningkatan kemampuan siswa dalam menulis teks recount melalui teknik brainstorming yang dilaksanakan di kelas delapan MTs. Al-Husna Depok. Penelitian ini dikategorikan penelitian tindakan kelas dan dalam mendapatkan data penulis menggunakan metode deskriptif kualitatif. Data didapatkan melalui hasil observasi dan juga data tersebut didapatkan melalui nilai menulis siswa hasil dari pre-test dan post-test. Hasil dari penelitian ini menunjukkan bahwa: (1) Pengajaran teks recount melalui brainstorming efektif diterapkan dikarenakan prosedur-prosedur penggunaannya mudah dilakukan; (2) Teknik brainstorming bermanfaat dalam meningkatkan kemampuan menulis siswa dikarenakan teknik brainstorming membantu siswa menjadi lebih aktif dan kreatif serta siswa tidak menghabiskan begitu banyak waktu dalam proses menulis; (3) Kemampuan menulis siswa meningkat secara signifikan. Hal itu dapat dibuktikan dengan meningkatnya nilai menulis siswa dengan menggunakan teknik brainstorming. Dengan itu, dapat dikatakan bahwa teknik brainstorming dapat digunakan dalam menulis teks recount pada siswa kelas delapan MTs. Al-Husna Depok.

Kata Kunci: Mengajar, Teks Recount, Brainstorming

INTRODUCTION

Nowadays, English has become more important as a tool of communication. English is used in many aspects of human life in this globalization era, such as in technological field, scientific field, economic field, educational field and so on. In addition, for Indonesian, English is used as a second language.

Teaching can be quoted as the act of a teacher to share educational content to the students. It is an activity of someone to teach people about all of the aspects of life. However, nowadays, teaching English has become more challenging than before. Teaching should have both ability in theory and practice, especially in teaching Writing.

The term teaching has been widely imagined and this term has been used since a long time ago.

Besides that, (Willingham, 2017), stated that:

Teaching is indicates that learning cannot be defined one and for all. Instead, the field must be considered as a collection of perspectives on and conceptualizations of learning. Furthermore, different conceptualizations of learning often imply different and definite assumptions about relationship of subject and object, individuality and context, inside and outside, thinking and action, cognition and body, and knowledge and practice.

It means that teaching is an action where we are demanded to pay attention to some aspects, not only subject or object but also good relationship between the teacher and student. Furthermore, according to Coe et al. (Coe, Aloisi, Higgins, & Major, 2014) defined, "Effective teaching as that which leads to high achievement by students in valued outcomes, other things being equal". It means

that teaching is one of the tasks, which has to be done by students to get the high achievement. Moreover, it is not only about the highest grade but about also it is all about balancing with the attitudes.

Teaching is an attempt to create conditions or environmental systems that support and allow for the ongoing learning process. According to Amidon in (Hanny, 2018) said, "Teaching is an interactive process, primly involving classroom talk which takes place between teacher and pupil and occurs during certain definable activity". It means that teaching is an activity between teacher and students in order to share knowledge. This is in line with (Rosalinah et al., 2018) stated, "Teaching is activity to deliver knowledge from a person to another person by informal education and formal education". It means that teaching is activity where there is a person shares knowledge to another. It is called teaching because one person teach others in order to educate them not only about the knowledge but also about the good attitudes.

Based on all of the statements above, the writer got an understanding that teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things. Teaching is conveying material knowledge to the students. As well as the teachers who teach in school, they teach their students to make their students turn into better people.

Writing is one of skills in language teaching. It is one of English skills that is important because writing is one of the ways to communicate with others. Writing is a matter of transferring one's ideas or opinions in sentences and in a paragraph. For students, writing activities include making notes, completing the missing words, arranging words into sentences or sentences into paragraph and so on

Based on Oshima and Hogue in (Laila, 2017) stated that, "Writing is a progressive activity that needs many steps. It needs some actions. When the writer begin write something, he or she must think hardly what to write and how to write it. Then after the writer finished writing, he or she must do correction or editing". It means that writing is an activity, which can be called as a productive skill. A skill needs process to develop. This is in line with Ghaith in (Yuniati, 2015) who said, "Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete". Writing lets the writer in examining, reconsidering, adding, arranging and changing the ideas.

Furthermore, according to (Rosalinah et al., 2018) stated that, "Writing is a form of communication that allows students to put their

feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed texts". It means that in writing, students are allowed to and freely in organizing their own ideas. The writers are not only required to transmit a message but also to grow and cook a message so that it can be a good text to read.

Meanwhile, based on (Kusumawardhani & Nurhayati, 2019) said that, "Writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher". For this reason, writing is how to produce a written product. The process involves a series of thinking activities in which the writer has to transform his or her ideas coherently and cohesively into written text.

According to Elbow in (Tossi, 2014), "Writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive". This mean that writing is the process where the writers are allow themselves to put every things they feel, think, and realize into the written text without worried about making mistakes in writing.

Meanwhile, based on (Mousapour, 2011) who said that, "Writing must be related to the content, the language and grammatical rules". It means that when the writers write, it is true that they freely writes what they want to write but still they have to pay attention to the rules in writing. Either in the relation the topic with the content of writing, the using of language features or in using grammar in writing. So that, the writers can make a good and readable written text.

Writing is a process that involves several steps in it. At least, there are three steps in the writing process mentioned by Karen and Christine in (Nindy, 2018), "Step one: Prewriting; Thinking about your topic and organizing your ideas. Step two: Writing; using your ideas to write a first draft. Step Three: Revising; improving what you have written". This mean that writing has a complex process where the writer are following the steps, those steps are prewriting, writing and revising.

Meanwhile, according to Harmer in (Laila, 2017) said that, "there are four stages of writing process, they are planning, drafting, editing, and final version". It means that writing is an activity that has to be done by doing several stages. Those steps are more complex than the one before. Moreover, from the definitions above, it can be concluded that writing is a complex process since it took several steps to do to organizing ideas in which

the writer is demanded to perform creativity in using the language skills to produce a good written text.

In addition, there are also some kinds of writing genres that are required to be able to write by students, one of them is Recount Text.

Recount text is a kind of text that tells a story of certain experience. The communicative purpose of the text is to retell events as information or entertainment. Writing a recount text is purpose to help student in memorizing about an events or experiences in a kind of sequences story by follow the generic structure of recount text, orientations, events, and reorientation. Writing a recount text also develops student ability in using past tense and connector, such as first, then, after then, next, finally.

There are some definitions about recount text based on some experts. According to Purwanti in (Erni, 2016), "Recount text is a type of text that has the main function or communicative purpose to tell the reader or listener or viewer about past event or past experience". It means that recount text is a text that tells the reader about something happened in the past. Similar with Mark and Kathy in (Nasution, 2015) stated that, "Recount text is a piece of text that retells past events, usually in the order in which they happened". It means a recount text consists something happened in the past events chronologically.

According to Joko in (Nindy, 2018) who said that, "Recount text is used to retell about an event that has occurred in the past". This means that recount text is written when the writer actually had experienced it in the past and it is really happened in the past. Meanwhile, based on Asni et al (Asni, Susanti, & Sulistiyo, 2018) stated, "Recount text is a kind of genre that has social function to retell event for informing or entertaining". So that, recount text is to retell the past story with aim of informing or entertaining the readers.

Similar with Anderson and Anderson in (Hudaya, 2018) who stated that, "Recount text also has its own generic structure that differentiates it from other texts. In most literatures, the generic structure or the organization of recount text is consisted of three parts namely orientation, events, and conclusion". The students have to know not only about recount text's definition but also about its generic structures because it is quite important to make an effective recount text.

From the definition above, it can be conclude that recount is a text that is retelling the past events or describing an experience chronologically. Because the text tells the past event, the tense should be past tense. Therefore, language used and

sequence are very important to avoid misunderstanding to the reader.

Furthermore, there are many English teachers who generally ask students to write a recount text without giving them enough encouragement and appropriate techniques to develop their desire in writing. Considering this problem, there would be a technique that can effectively help students developing a good writing recount text. Moreover, the technique is that using brainstorming technique.

Brainstorming is the process of coming up with ideas. People can brainstorm in order to decide on a topic, to explore approaches to paper, or to deepen understanding of a certain subject. Based on (Amoush, 2015) stated, "Brainstorming is a strategy which is defining a problem or a topic and coming up with possible solutions or related ideas which are recorded and evaluated". It means that brainstorming is used to solve related problems.

Furthermore, Jarwan in (Bjerrum & Gladrow, 2017) defined, "Brainstorming means the use of brain to the active problem solving and the brainstorming session aims to develop creative solutions to problems". Which means people use brainstorming to make creative problem solving by generalizing their new ideas. People write down everything they think of without considering whether it is valid, good or usable.

From the definition above the writer conclude that brainstorming is a useful technique that can be applied in prewriting stage to encourage students to generate ideas on a certain topic they are about to write. Brainstorming can be used as clues guide for students to solve the problem, share those ideas with others, and support the new ideas

1. The Steps of Brainstorming Technique

According to El-Sobery in (Amoush, 2015) suggests some procedures to obtain the brainstorming:

1. Dividing the students in groups of (5-8) and monitoring them.
2. Introducing the clarifying the problem to be discussed.
3. Ensuring that every student understand the problem and the topic to be discussed.
4. Encouraging every student express his opinion about every problem.
5. Warning against pre-formed judgments of others opinions
6. Fixing the time: its beginning and end.
7. Asking the students to answer the questions following the lesson

Meanwhile, Blanchard and Root in (Tossi, 2014) mention the steps of brainstorming:

1. Begin with a broad topic.
2. Write down as many as ideas about the topic as you can in 5 minutes.
3. Add more items to your list by answering the question what, how, when, where, why, and who.
4. Group similar items on the list together.
5. Cross out items that do not belong.

From the explanation above, brainstorming can be done by group or individually. When the students writing with brainstorming, they have to know the problem and topic they are discussed, after that they begin to list the ideas they have in mind to solve the problem they discussed before. By following the steps of brainstorming, students will find it easier to write recount text. Furthermore, many writers prefer brainstorming because the resulting list is easy to work with in terms of separating ideas. With little effort, they have an informal outline that can guide them in organizing their draft. Brainstorming can be done individually or in-group.

2. The Advantages of Brainstorming Technique

According to (Abdul Mateen, 2013) suggested that brainstorming technique has a great importance in the teaching process. Referred to its importance for students in as follows:

1. Helps students to solve problems, an innovative solution.
2. Helps students to benefit from the ideas of others through the development and build on them.
3. Helps the cohesion of the students, build relationships among them, and assess the views of others.

Meanwhile, based on (Scarry & Scarry, 2008) stated that, "Brainstorming helps students deliver their ideas which come to mind". It means that brainstorming can help students think and develop a topic to be delivered on paper. Moreover, Chesla in (Laila, 2017) added that, "Brainstorming allows students to make connection with the subject and noting everything that comes to mind". That also means that students are free to write their ideas that come to their mind.

From the definitions above, the writer concluded that brainstorming is very advantageous technique since it help students in delivering and developing their ideas into paragraph writing. It means that teachers can teach speaking through several techniques from the information gap teachers have to prepare several tasks for students. Moreover, students are able to learn English speaking by exchanging information through assignments that teachers give.

Based on the background above, the writer intended to use brainstorming as a technique in teaching writing recount text because it is as an

alternative to help the students in the process of learning paragraph writing.

RESEARCH METHODOLOGY

This research is categorized as a classroom action research. Based on Samsuanto in (Retno, 2013), "Classroom Action Research (CAR) is a systematic inquiry with the goal of informing practice in particular situation". It is called CAR because the study is aimed at developing a certain instructional strategy to solve problems in a classroom. The method that the writer used to get an optimal result is descriptive qualitative method. Based on Bogdan and Biklen in (Ahsan, 2015) stated that qualitative research is descriptive which the data is collected in the form of words or pictures rather than numbers. The writer used descriptive qualitative method because the data analysis is presented descriptively. The data used in this paper was conducted by doing observation that the writer has done in the eighth grade of MTs. Al-Husna Depok. The writer collected the theories that are related to the problem from many sources, including books, e-book, journals and internet website.

FINDINGS AND RESULTS

The analysis of result is based on the writer's practice as a teacher in MTs. Al-Husna Depok. The writer will analyze through the process learning in the class based on the lesson plan. The writer as an English teacher has a job to be a center of students' attention. The process of teaching consists of presentation, discussion, and evaluation.

Students writing abilities will get better than before if both students and teacher together know the difficulties faced by students in writing and solve it. So that, brainstorming technique is used by the writer because it is suitable in teaching writing recount text. All teachers can use brainstorming as a technique to teach students in English skills, especially in writing. To implement brainstorming technique, teachers can discuss about the general difficulties in writing, such as lack in vocabularies and cannot use accurate grammar, then find a way how to solve it.

Brainstorming is an excellent teaching strategy to generate ideas on a given topic. Brainstorming helps students promote thinking skills. Students use individual brainstorming because this type of brainstorming is used extensively in free writing and speaking, word association, and the spider web concept of brainstorming, which is when you diagram your thoughts. The writer asks students

to use this individual brainstorming because this is a superior to that of group brainstorming, especially when writing.

1. The Procedures of Using Brainstorming Technique in Teaching Recount Text.

Those procedures are:

1. The writer began with introducing the topic and the problem that will be discussed.
2. The writer made sure that the students understood the topic and the problem that will be discussed.
3. The writer divided the students into small group consists 5-6 persons (for the first trying), and individually (for the second trying).
4. The writer asked the students to write down as many as ideas related to the topic by answering the question what, who, when, where, why, and how.
5. The writer asked the students to arrange the ideas into sentences.

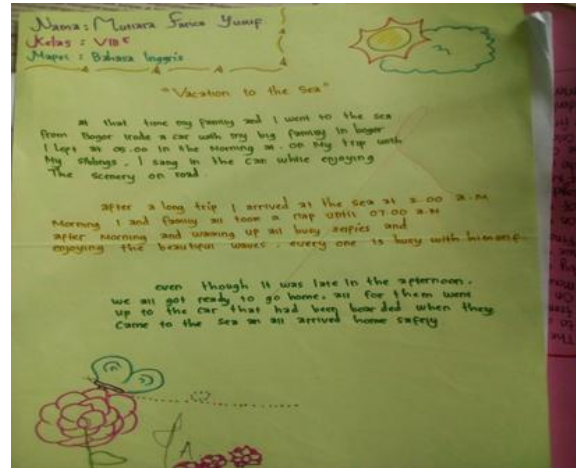
2. The Advantages of Brainstorming Technique

There are many advantages of using brainstorming as a technique of teaching personal recount text at MTs. Al-Husna. Here are the advantages of teaching recount text through brainstorming.

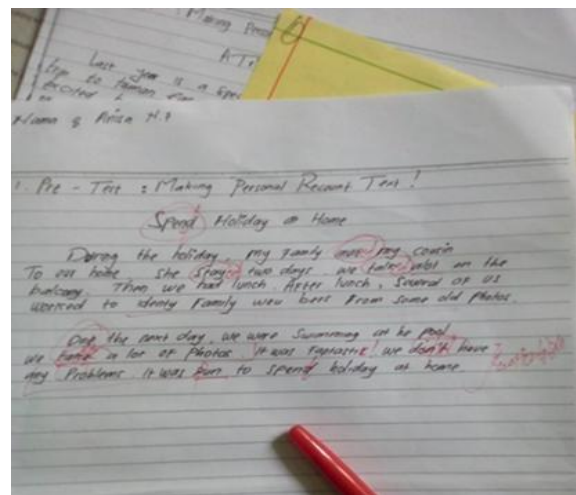
1. The using of brainstorming technique in the writing personal recount text process could encourage the students to write. It helped the students enjoy to write.
2. The students who trained using brainstorming technique in writing could manage the writing process better.
3. Brainstorming activity could make the students' become more creative in writing. It enabled them to unlock the hidden ideas in their mind. The students could produce unpredictable words for their writings.
4. Brainstorming activity in large group was effective to increase students' involvement and enthusiasm in the teaching and learning process of writing. This activity enabled the students to compete for generating ideas.
5. Students who trained using brainstorming technique show improvement in their writing ability. They didn't waste much time in the pre-writing stage. They could organize their ideas faster and better. It helped them much in producing a good personal recount text effectively.
6. Students who trained using brainstorming in writing became more confident with their writings.

3. The Students' Results of Using Brainstorming Technique in Teaching Recount Text.

As mentioned in the sub chapter above, it is true that using brainstorming technique in writing recount text improved students' writing ability. It can be seen from the pictures below:



Writing Test Result Before Using Brainstorming Technique



Writing Test Result after Using Brainstorming Technique

From the comparison above, it can be concluded that students' result in writing personal recount text is getting better after the student used brainstorming technique than before. The students could produce a personal recount text effectively and structurally. It is also proven by student's score below:

Table 1. Practice Score

No.	Name	Practice		
		*P1	*P2	*P3
1	Adhit Yurian Jayana	55	78	78
	Adinda Nouera Olifianti	63	78	80
3	Affifah Raffania	67	78	80

4	Ahmad Rizqy Tri Fauzy	69	78	78
5	Anggara Fabiano Putra Sugama	55	78	75
6	Anisa Nur Fadillah	71	80	80
7	Aulia Kurnia Rizki Salsabilah	50	80	75
8	Brigade Tabah Fadli Zamzami	56	80	78
9	Choiriza Nourma Utami	50	80	84
10	Dhaffa Ramadhani Ikhwan	55	80	79
11	Dwi Ana Lisnasari	71	82	81
12	Dwi Julianto	50	82	81
13	Dzika Kamilah	55	82	76
14	Fa'iz Bimo Saputra	50	82	74
15	Fani Rizki Yulianti	56	82	90
16	Ferisha Adilla Hidayat	50	78	80
17	Galih Dwi Novian	58	78	88
18	Indah Oktaviani	58	78	88
19	Kautsar Muzaki Fiisabilillah	52	78	88
20	Khafi Ramadhan	52	78	81
21	Lalu Muchammad Claudio	50	78	81
22	Loudia Zahwa Hadiyanto	69	80	90
23	Muhammad Daffa Dwi Pratama	50	80	75
24	Muhammad Dicky Febriansyah	50	80	75
25	Muhammad Egi Crisandi	55	80	77
26	Muhammad Fachri Ramlah	63	80	80
27	Muhammad Rifaldi	63	82	84
28	Muhammad Rizki Fadilah	54	82	75
29	Mutiara Farica Yusuf	69	82	88
30	Naufal Tri Darmawan	69	82	88
31	Nazhira Farhana	69	82	88
32	Nurul	50	81	75

	Salsabilah			
33	Putra Firdhiansyah	50	81	84
34	Rahmad Hidayat	61	81	88
35	Rifani Putri Salwa	50	81	81
36	Rifqi Naufal Andiyan	63	81	81
37	Shafira Haryani Putri	64	85	81
38	Siti Aisah	63	85	81
39	Suhrotul Afdal	67	85	88
40	Thooriq Abdul Karim	69	85	84
41	Wildani Aminulloh	74	85	89
42	Zahra Habibah	78	85	94

*P1:score before using brainstorming

*P2:score after using brainstorming (in group)

*P3:score after using brainstorming (individually)

Based on the result of the data analysis above, it is proven that the students' score of writing recount text taught by using brainstorming technique is getting better significantly. For example, student named Zahra Habibah, in the first practice she got 78 then it increased in the second and third practice after using brainstorming. It can be seen from the table that Zahra's score changed to be 85 than the last is 94.

The writer gets some problems from students at MTs. Al-Husna Depok. Moreover, there are the solutions for the problems. The problems found by the teacher when teaching students in the 8th grade of MTs. Al-Husna Depok. The problems are: 1) the students have not courage of confidently. 2) The students less attention when the teacher give lessons. 3)The students do not really interest in English language. 4)The students less vocabulary in English language. 5)The students less understand in English language.

Here are the solutions that the teacher can do to overcome all the problems that usually occur in the classroom during the teaching process, 1) the writer gives some motivation for the students. 2) The writer gives some games to the students that can make more spirit. 3) The writer tell how much English is useful in our daily life. 4) The writer gives some vocabulary in teach English language. 5) The writer gives understand about English language.

CONCLUSION

Using brainstorming technique is very effective in improving the students' ability in writing

recount text for the 8th grade students at MTs. Al-Husna Depok. By using brainstorming, the writer made the students enjoy writing. It because brainstorming is not a difficult technique to be applied.

It began with delivering the topic and discussing the problem, then making a smaller groups consist of 5-6 students each for the first trying in which the writer led the whole class to brainstorm about a topic together. The students are allowed and free themselves in putting and sharing their ideas related to the topic. The students arranged the sentences into a good paragraph by answering the question who, what, when, where, why, and how. At last, for the second trying of using brainstorming, the students did the practice individually.

The advantages of teaching recount text through brainstorming are brainstorming could help the students feel at ease while they are writing. The students can manage their time for writing more efficiently. They could produce unpredictable words for their writing since brainstorming helps them generate ideas more effectively and release their anxiety that cause the writer's block.

Furthermore, it found that students made less error in writing and started to feel confident with their works. Moreover, it can be seen from the score of the post-test was higher than the pre-test. The results of this research showed that the implementation of brainstorming technique was successful to improve the students' ability in writing recount text

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