

TEACHING WRITING RECOUNT TEXT THROUGH CLUSTERING TECHNIQUE AT 10Th GRADE OF MA DDI PULAU KIJANG

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ABSTRACT

This study analysed teaching writing recount text through clustering technique, writing is the process of using symbols to communicate and recount is speaking or writing about past events. Students need to write their recount as final test at tenth grade in curriculum 2013, Not easy to make a good recount text it has generic structure, characteristic and students need much vocabulary to choose to make their sentences on recount text much better. The fact students has felt harder to make a recount text they may miss some of the events that are supposed to be recounted and gotten stuck in the middle. To solve their problem researcher brings clustering technique to make their recount text easier. The main purpose of this thesis is to find out the effect of using clustering technique towards student ability in writing recount text at tenth grade of MA Darud Da'wah Wal-Irsyad Pulau Kijang. This thesis is categorized as experimental research because it is intended to know the effect of clustering technique towards student ability in writing recount text at tenth grade of MA Darud Da'wah Wal-Irsyad Pulau Kijang, these subject of research were taken 1 class (tenth IPS) it contains 23 students. The research instrument that used in this thesis is the writing recount text test. There are two kinds of tests: pre-test and post-test used to find out whether there is a significant effect for students in that class. After the data had been collected by using test it was found that the pre-test average is 49.89 categorized E and post-test is 74.02 categorized C. the obtained t-observe was 4.19, whereas the t-table 2.074 for 5% and 2.819 for 1%, it means t-observe is higher than t-table ($2.074 < 4.19 > 2.819$) H_a was accepted while H_o was rejected. Since t-observe score was higher than t-table clustering technique is effective as media in students' ability in writing recount text at tenth grade of MA Darud Da'wah Wal-Irsyad Pulau Kijang. Based on the findings, the writer concluded that there is a significant effect of using the clustering technique as one of the media teaching writing recount text at tenth grade of MA Darud Da'wah Wal-Irsyad Pulau Kijang..

Key Words: *Writing, Recount Text, Clustering Technique.*

INTRODUCTION

Language is a tool to communicate, without it, people cannot understand what would be communicated with other people, not only using for communication from the language we will get and know many kinds of information from people all around the world who have a different culture. English is an international language that we should learn, it is used by many people in the world. English is used in people's activities like education, technology, and others, in learning English people should learn four language skills namely listening, speaking, reading, and writing.

Writing skill has a role to help student in their study. Oshima and Hogue (1991: 3) describe that it is one of the four skills in English that must be studied by learners in both ESL and EFL contexts. Writing is the process of using symbols (letters of the alphabet, punctuation, and spaces) to communicate thoughts and ideas in a readable form.

In curriculum 2013 at tenth grade students study about recount text. According to Mark and Kathy (2003: 48), a recount is speaking or writing about past events, a piece of text that retells past events, usually in the order in which they happened.

To get to know about how to understand students about the material as a final test from recount text usually teacher gave a task for students to make a simple recount text. Not easy to make a good recount text it has generic structure, characteristic and students need much vocabulary to choose to make their sentences on recount text much better. The fact students has felt harder to make a recount text they may miss some of the events that are supposed to be recounted and gotten stuck in the middle.

To solve the problem and make it easier the researcher brings the Clustering Technique to help the students to make their recount text, what is clustering? clustering is brainstorming words grouping which later becomes a story, students need brainstorming words before they write their recount text, it helps them to

memories what a experience they want to tell without left a small piece in their experience.

Based on the definition, the researcher assumed that clustering is one of the appropriate media in writing comprehension. Because it contains helped students to retell story what they want without any left.

From the explanation above, the writer is interested to research “*Teaching Writing Recount Text through Clustering Technique at 10th Grade of MA Darud Da’wah Wal-Irsyad Pulau Kijang*”.

LITERATURE REVIEW

The Definition of Writing

Harmer (2004: 31) stated that writing is a skill and a craft that needs to be taught and which is learned from practice. Writing as one of the four skills has always formed part of the syllabus in the teaching of English. Writing can be used for a variety of purposes. In writing, used recursive process, where mastering the ability to write effectively is seen as a key objective for learners.

Writing is a medium for a human to communicate that represents language and emotion not only in the form of writing but signs and symbols too. In most languages, writing is a complement to speech or spoken language. Writing is not a language, but a tool used to make languages can be read. The result of writing is called text, and the recipient of text is called a reader.

Peha (2010: 58) states that writing is the communication of content for a purpose to an audience. Therefore, writing can be said as a process of giving and putting an idea or message into words.

Referring to the expert above, it can be concluded that writing is not the only skill that we should be learning in English but it is a tool to make language can be read wherever the writer put their idea or message and the result called a text.

Component of Writing

Heaton (1990: 135) states that writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas as in the following:

- 1) Language use: the ability to write correct and appropriate sentences
- 2) Mechanical skills: the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling.
- 3) Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information.
- 4) Stylistic skill: the ability to manipulate sentences and paragraphs, and use language effectively.
- 5) Judgment skills: the ability to write appropriately for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

According to Byrne in Roza (2011), five components should be considered in writing like organizing ideas, grammar, vocabulary, mechanics, and content. From Harris (1979:68) he purposes five aspects of writing, it can be explained as follows :

- 1) Grammar is the employment of grammatical form and syntactic pattern;
- 2) Form means the organization of the content;
- 3) Vocabulary refers to the selection of the word which is suitable for the content;
- 4) Mechanic refers to using of punctuation, capitalization, and spelling in the content;
- 5) Style means the choice of structure and lexical items to give a particular tone to the writing.

From the opinion of the expert above, it can be concluded there are so many parts of the component writing that should we know before we write something such as mechanical writing we should give more attention to put the punctuation.

When we put wrong punctuation on a text the reader cannot understand what we write and the reader will not get the message from the text.

Writing Assessment

Table 1 Written Evaluation

Feature	4 Strong	3 Developing	2 Emerging	1 Beginning	Score
Ideas	<ul style="list-style-type: none"> Establishes a clear focus Uses descriptive language Provides relevant information Communicates creative ideas 	<ul style="list-style-type: none"> Develops a focus Uses some descriptive language Details support idea Communicates original ideas 	<ul style="list-style-type: none"> Attempts focus Ideas not fully developed 	<ul style="list-style-type: none"> Lacks focus and development 	
Organization	<ul style="list-style-type: none"> Establishes a strong beginning, middle, and end Demonstrates an orderly flow of ideas 	<ul style="list-style-type: none"> Attempts an adequate introduction and ending Evidence of logical sequencing 	<ul style="list-style-type: none"> Some evidence of a beginning, middle, and end Sequencing is attempted 	<ul style="list-style-type: none"> Little or no organization Relies on a single idea 	
Expression	<ul style="list-style-type: none"> Uses effective language Uses high-level vocabulary Use of sentence variety 	<ul style="list-style-type: none"> Diverse word choice Uses descriptive words Sentence variety 	<ul style="list-style-type: none"> Limited word choice Basic sentence structure 	<ul style="list-style-type: none"> No sense of sentence structure 	
Conventions	<ul style="list-style-type: none"> Few or no errors in: grammar, spelling, capitalization, punctuation 	<ul style="list-style-type: none"> Some errors in: grammar, spelling, capitalization, punctuation 	<ul style="list-style-type: none"> Has some difficulty in: grammar, spelling, capitalization, punctuation 	<ul style="list-style-type: none"> Little or no evidence of correct grammar, spelling, capitalization, or punctuation 	

Legibility	<ul style="list-style-type: none"> • Easy to read • Properly spaced • Proper letter formation 	<ul style="list-style-type: none"> • Readable with some spacing/forming errors 	<ul style="list-style-type: none"> • Difficult to read due to spacing/forming letter 	<ul style="list-style-type: none"> • No evidence of spacing/forming letters 	
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(Adapted from Kantor, 2012: 57)

The Definition of Recount Text

According to Mark & Kathy (2003: 48), a recount is speaking or writing about past events, a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred.

Based on the notions suggested by linguists above researchers conclude that recount text is a text telling the reader about one story, action, or activity. Its goal is to entertaining or informing the reader or Recount is a text which retells event or experiences in the past.

Generic Structure

The common grammatical features of recount text (Ken Hyland, 2004; 135) are:

- 1) Orientation: provides the setting and produces participants. It provides information about whom, where, and when.
- 2) Record of Events: tell what happened; present the event in a temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.
- 3) Re-orientation: optional-closure of events. It is rounded off the sequence of events.

Characteristic or Language Feature

The language features usually found in recount text as follow:

- 1) Proper nouns to identify those involved in the text.
- 2) Descriptive words to give details about who, what, when, where, why, and how.

- 3) The use of past tense to retell the events.
- 4) Words that show the order of events (for example, first, next, then).

(Adapted from Mark Anderson & Kathy Anderson, 2003: 50)

The Definition of Clustering

Clustering is a kind of technique that can be used in the pre-writing stage. Oshima and Hogue (1999:8) define that Clustering as another brainstorming activity that could be used to produce ideas in writing. It aims to be easier to explore ideas by blocking them on a sheet of paper. Gabriel Lusser Rico (1980) said that Clustering is a kind of technique that can be used in the pre-writing stage. It is a technique that provides an alternative way for writers to do the brainstorming before starting to write. In conclusion, Clustering is one writing technique that we can use before we start writing something.

Doing clustering involves several simple steps which can be easily accomplished. First, it is started by writing down a word or phrase in the center of a blank sheet and circling it. Next, it continues by immediately writing down related words or phrases which come into mind, circling each of them, and making a line that connects each to the main, initial circle, or bubble. Finally, writers may stop after the given time has passed, then they can examine the cluster to pick the subtopics that interest them most or are considered to be covered by their competence. Overall, the words or phrases in the cluster provide a starting point for writers to see and understand their world from a new perspective.

Advantage of Clustering

The advantage of clustering is in this era many students are stuck when they first get a writing assignment. They may have a vague idea of what they want to write about, or not, but either way they are not ready to sit at the computer and dive right in. One way to develop ideas for a paper is cluster mapping, which, according to Empire State College, is a way to consider a topic in new and hopefully, more interesting ways.

How to Make Clustering

According to Buddy Shay (2017), There is more than one way to generate a cluster map:

- 1) **Choosing a Topic** The first step is to choose a general topic. Some students try to take on too much at once. They try to come up with a full thesis statement or main idea right off the bat, but all you need at this point is a single word that describes the general idea of your paper. If you had to write a book review, for example, the title of the book you are writing about would be the topic. Likewise, if you were writing about your opinions on justice, then “justice” would be your central topic. You should write your topic in the middle of your page and circle it.
- 2) **Generating Subtopics** Once you have your topic, the fun part begins. Without second-guessing yourself, start writing out all the ideas that your topic makes you think about. Again, these should be single words or short phrases. Once you write an idea down, circle it, and then draw a line connecting the subtopic to the topic. For example, if you were writing about justice, then you may have some ideas like “crime rate” or “jail.” The important thing is to not edit your ideas as you go. Just let them come freely.
- 3) **Generating Details** Now it’s time to go back to the subtopics you just wrote down and take a look at them. For each one -- or each one that looks promising -- generate some details. To do so, write out single words and short phrases that come to mind when you think of that subtopic. Circle those words or phrases as you write them and connect them to the appropriate subtopics with lines.
- 4) **Doing It Backwards** There is another way. Some people, once they have a topic, are good at generating a bunch of specific details but are unsure about how to put those details together. If that describes you, then you can use cluster mapping backward. Generate a list of ideas, possibly on note cards or on the computer, and then lay those ideas out. Start grouping similar ideas together so you can

work your way up to your main idea. Once you've got your groups together, you can generate the same map as above.

- 5) **Wrap-up** At this point, you should have a very messy sheet of paper. More importantly, you should be able to look at the ideas you generated, see some connections, and have a better idea of where you're going with your paper. You may even be ready to start work on your thesis statement or research question if you're writing a research paper.

RESEARCH METHOD

The researcher used experimental research. Experimental research is the only type of research that can test hypotheses to establish cause and effect relationships (Gay and Airasian. 2000: 367). According to Oskar Blakstad (2008), "Experiment where the researcher manipulates one variable, and control/randomizes the rest of the variables. It has a control group, the subjects have been randomly assigned between the groups, and the researcher only tests one effect at a time. It is also important to know what variable you want to test and measure. A very wide definition of experimental research is research where the scientist actively influences something to observe the consequences. Most experiments tend to fall in between the strict and the wide definition".

Based on the definitions above, the researcher conducted that experimental research to find out the cause and effect of a treatment strategy toward the subject of research. In this research, the writer uses treatment to find out the effectiveness of using the Clustering Technique through teaching writing recount text.

FINDINGS AND DISCUSSION

Due to Covid-19 the writer only taught fourth times a week for experiment class. The experiment class was taught by using the clustering technique as a medium of teaching writing recount text. The procedures of the treatment experiment group are below:

Table 2 Produce of Experiment Class

Experiment Class
<p><i>First Meeting</i></p> <ol style="list-style-type: none"> 1. The writer introduced about recount text; 2. The writer explained the definition, generic structure, and the characteristic/language feature of recount text; 3. The writer and students discuss recount text; 4. After that, the writer asked the students to make their recount text and take a result as a pre-test. <p><i>Second Meeting</i></p> <ol style="list-style-type: none"> 1. The writer introduced about clustering technique; 2. The writer explained about clustering technique; 3. The writer and students discuss the clustering technique; 4. After that, the writer asked the students to make a clustering. <p><i>Third Meeting</i></p> <ol style="list-style-type: none"> 1. The writer and Students have a discussion recount text and clustering technique deeper; 2. The writer explained how to use clustering technique as a media for the students as their solution to make recount text easier; <p><i>Fourth Meeting</i></p> <ol style="list-style-type: none"> 1. The writer asked the students to make their recount text again and using the clustering technique as media and take a result as a post-test; 2. The writer and students together conclude the lesson.

The writer conducted field research. The writer held this research by teaching the learning process that was done in experiment class. And the writer got the data from the pre-test and post-test. The result was assisted and checked by two raters to avoid bias of some students, are Maizarah, M.Pd as a first-rater and Felci Tria Sauhana, M.Pd as second-rater.

The result of data analysis can be described as follows:

Table 3 Final Score First Rater

No	Students	Pre-test (X)	Post-test (Y)	Gained score
1	2	3	4	5
1	Students 1	65	65	0
2	Students 2	50	90	40
3	Students 3	45	70	25
4	Students 4	70	70	0
5	Students 5	75	90	15
6	Students 6	75	80	5
7	Students 7	50	90	40
8	Students 8	75	95	20
9	Students 9	75	90	15
10	Students 10	35	90	55
11	Students 11	35	75	40
12	Students 12	50	90	40
13	Students 13	50	70	20
14	Students 14	65	75	10
15	Students 15	45	75	30
16	Students 16	50	70	20
17	Students 17	45	80	35
18	Students 18	70	85	15
19	Students 19	80	85	5
20	Students 20	40	95	55
21	Students 21	70	90	20
22	Students 22	45	95	50
23	Students 23	55	70	15
	Total	1315	1885	570
	Average	57,1	81,9	24,7
	Score	D	B	

Based on the final result first rater in pre-test the mean score was 57,1 in level criteria "D" and post-test was 81,9 in level criteria "B"

In the result of the pre-test, the highest score was 80 (student 19) and the lowest score was 35 (student 10 and 11). On the other hand, in the post-test, the high score was 95 (student 8, 20, and 22) and the lowest score was 65 (student 1).

Table 4 Final Score First Rater

Score	Criteria	Frequency	
		Pre-Test	Post-Test
1	2	3	4
88-100	A	0	10
75-87	B	6	7
62-74	C	5	6
50-61	D	5	0
0-49	E	7	0
Total		23	23

From the table, we can see at pre-test 0 to 23 students got "A" criteria on the other hand after post-test 10 to 23 got "A" in level criteria

Table 5 Final Score Second Rater

No	Name	Pre-test (X)	Post-test (Y)	Gained score
1	2	3	4	5
1	Students 1	65	70	5
2	Students 2	55	75	20
3	Students 3	25	60	35
4	Students 4	50	45	-5
5	Students 5	35	75	40
6	Students 6	55	70	15
7	Students 7	75	75	0
8	Students 8	45	75	30
9	Students 9	60	75	15
10	Students 10	25	65	40
11	Students 11	30	60	30
12	Students 12	35	70	35
13	Students 13	50	75	25
14	Students 14	40	75	35
15	Students 15	25	55	30
16	Students 16	40	70	30
17	Students 17	30	35	5
18	Students 18	40	35	-5
19	Students 19	40	70	30

20	Students 20	55	75	20
21	Students 21	40	75	35
22	Students 22	30	65	35
23	Students 23	35	75	40
	Total	980	1520	540
	Average	42,6	66,1	23,4
	Score	E	C	

Based on the final result second-rater in pre-test the mean score was 42,6 in level criteria “E” and post-test was 66,1 in level criteria “C”.

In the result of the pre-test, the highest score was 75 (student 7) and the lowest score was 25 (student 10 and 15). On the other hand, in the post-test, the high score was 75 (student 2, 5, 7, 8, 9, 13, 14, 20, 21, and 23) and the lowest score was 35 (student 17 and 18).

Table 6 Final Score Second Rater

Score	Criteria	Frequency	
		Pre-Test	Post-Test
1	2	3	4
88-100	A	0	0
75-87	B	1	10
62-74	C	1	7
50-61	D	6	3
0-49	E	15	3
Total		23	23

From the table we can see at pre-test 1 to 23 students got “B” criteria on the other hand after post-test 10 to 23 got “B” in level criteria

Table 7 Final Score of Two Raters

No	Name	Pre-test (X)	Post-test (Y)	Gained score
1	2	3	4	5
1	Students 1	65	67,5	2,5
2	Students 2	52,5	82,5	30
3	Students 3	35	65	30
4	Students 4	60	57,5	-2,5
5	Students 5	55	82,5	27,5
6	Students 6	65	75	10
7	Students 7	62,5	82,5	20
8	Students 8	60	85	25
9	Students 9	67,5	82,5	15
10	Students 10	30	77,5	47,5
11	Students 11	32,5	67,5	35
12	Students 12	42,5	80	37,5
13	Students 13	50	72,5	22,5
14	Students 14	52,5	75	22,5
15	Students 15	35	65	30
16	Students 16	45	70	25
17	Students 17	37,5	57,5	20
18	Students 18	55	60	5
19	Students 19	60	77,5	17,5
20	Students 20	47,5	85	37,5
21	Students 21	55	82,5	27,5
22	Students 22	37,5	80	42,5
23	Students 23	45	72,5	27,5
	Total	1147,5	1702,5	555
	Average	49,8	74	24,1
	Score	E	C	

Based on the final result of two raters in pre-test the mean score was 49,8 in level criteria "E" and post-test was 74 in level criteria "C". In the result of the pre-test, the highest score was 67,5 (student 9) and the lowest score was 30 (student 10). On the other hand, in the post-test, the high score was 85 (student 20) and the lowest score was 60 (student 18).

Table 8 Final Score of Two Raters

Score	Criteria	Frequency	
		Pre-Test	Post-Test
1	2	3	4
88-100	A	0	0
75-87	B	0	13
62-74	C	3	7
50-61	D	10	3
0-49	E	10	0
Total		23	23

From the table above, we can see the different results from both pre-test and post-test. They conclude that the post-test score is higher than the pre-test.

In analyzing the data from the result of pre-test and post-test. The writer used statistic calculation of the t-test formula degree of significance 5% and 1%, as follows:

Table 9 Comparison Score of each student of the experiment class

No	Name	Students' Score		D	D ²
		Pre-Test (X)	Post-Test (Y)	(X-Y)	(X-Y) ²
1	Students 1	65	67,5	-2,5	6,25
2	Students 2	52,5	82,5	-30	900
3	Students 3	35	65	-30	900
4	Students 4	60	57,5	2,5	6,25
5	Students 5	55	82,5	-27,5	756,25
6	Students 6	65	75	-10	100
7	Students 7	62,5	82,5	-20	400
8	Students 8	60	85	-25	625
9	Students 9	67,5	82,5	-15	225
10	Students 10	30	77,5	-47,5	2256,25
11	Students 11	32,5	67,5	-35	1225
12	Students 12	42,5	80	-37,5	1406,25
13	Students 13	50	72,5	-22,5	506,25
14	Students 14	52,5	75	-22,5	506,25
15	Students 15	35	65	-30	900
16	Students 16	45	70	-25	625

17	Students 17	37,5	57,5	-20	400
18	Students 18	55	60	-5	25
19	Students 19	60	77,5	-17,5	306,25
20	Students 20	47,5	85	-37,5	1406,25
21	Students 21	55	82,5	-27,5	756,25
22	Students 22	37,5	80	-42,5	1806,25
23	Students 23	45	72,5	-27,5	756,25
		$\Sigma X =$	$\Sigma Y =$	$\Sigma D =$	$\Sigma D^2 =$
	Total	1147,5	1702,5	-555	16800
	Mean	49,89	74,02	-24,13	730,43

Based on the data above the writer conclude that mean of the pre-test was 49,8 and the post-test was 74.

The step of analysis:

Determine the standard deviation (SD) of Difference:

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$

$$SD_D = \sqrt{730,43 - 1,08}$$

$$SD_D = \sqrt{729,35}$$

$$SD_D = \sqrt{\frac{16800}{23} - \left(\frac{-555}{23}\right)^2}$$

$$SD_D = 27,00$$

SD_D: Standard deviation of difference

Determine standard error of difference mean :

$$SE_{M_D} = \frac{SD_D}{\sqrt{N - 1}}$$

$$SE_{M_D} = \frac{27,00}{4,69}$$

$$SE_{M_D} = \frac{27,00}{\sqrt{23 - 1}}$$

$$SE_{M_D} = 5,75$$

$$SE_{M_D} = \frac{27,00}{\sqrt{22}}$$

SE_{M_D} = Standard Error of Difference Mean

Determine t-observe :

$$t = \frac{M_D}{SE_{M_D}}$$

$$t = \frac{-24,13}{5,75}$$

$$t = -4,19$$

$$t = t - \text{observed}$$

$$M_D = \text{Means of Difference}$$

$$SE_{M_D} = \text{Standard Error of Difference Mean}$$

Find out Degree of Freedom (df) :

$$df = N - 1$$

$$df = 23 - 1$$

$$df = 22$$

$$df = \text{Degree of Freedom}$$

Hypothesis testing :

$$t\text{-table } 0,05 = 2,074$$

$$t\text{-table } 0,01 = 2,819$$

$$t\text{-observe} = -4,19 (4,19)$$

Therefore, t-observe is greater (\geq) than t-critical value (table); the null hypothesis is rejected and the alternative hypothesis is accepted. To sum up, there is a significant effect of using the clustering technique as a medium in teaching writing recount text.

Based on the data presentation above, the research shows that the teaching writing recount text through clustering technique at tenth grade of MA Darud Da'wah Wal-Irsyad Pulau Kijang based on t-table is success there is significant effect using clustering technique as a medium in teaching writing, the result t-observe is greater (\geq) than t-critical value (table); means the null hypothesis is rejected and the alternative hypothesis is accepted.

CONCLUSION

Based on the findings and discussion in chapter IV before, the writer concluded that Teaching Writing Recount Text Trough Clustering Technique at 10th Grade of MA DDI Pulau Kijang. It was proved through the result of the t-test. the t-test showed that t-observe 4,19 was higher than t-table 2,074 (5%) and 2,819 (1%). It means that Ha was accepted and Ho was rejected.

In other words. There was a significant difference in the achievement between students before they are using the clustering technique and after they are using it. The average score of the post-test was 74,02 greater than the pre-test.

Therefore, the writer concludes that teaching writing recount text through clustering technique at 10th grade of MA DDI Pulau Kijang in the academic year 2021/2022 is effective.

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