EFFORTS TO IMPROVE WRITING PROCEDURE ABILITY USING COOKING VIDEO IN SECOND CLASS STUDENTS OF SMAN 1 JAKENAN

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INFO ARTIKEL

Diterima
28 Mei 2021
Diterima dalam bentuk review 08 Juni 2021
Diterima dalam bentuk revisi 14 Juni 2021

Keywords:
efforts to improve; writing procedure; ability.

ABSTRAK

The objectives of the study are 1) to find out the students' writing ability in procedure text of the twelfth-grade students at SMA N 1 Jakenan who are taught with cooking video by "*Master Chef Australia*" as teaching media. 2) to find out the students' writing ability in procedure text of the twelfth-grade students at SMA N 1 Jakenan who are taught without cooking video by "*Master Chef Australia*" as teaching media. 3) to find out the significant differences of the students' writing ability in procedure text of the twelfth-grade students at SMA N 1 Jakenan who are taught with cooking video by "*Master Chef Australia*" as teaching media and those who are taught without cooking video by "*Master Chef Australia*" as teaching media. In this research, the researcher used the quantitative method. The design of this research was pre-experimental. The researcher took the sample at SMA Negeri 1 Jakenan in solving the problem. Furthermore, the researcher used tests to collect the data. In this research, the researcher chose XII MIPA 4 class as the sample. Based on the result, the mean score of the pre-test was 60.33, and the mean score of the post-test was 79.75. Finally, the result of the data analysis of the t_{test} was 11.622. From the t_{table} of significances, 5% with df = 35 was 2.0390 Then, the t_{test} was higher than t_{table}(11.622 > 2.030). Therefore, the working hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that the use of cooking videos by *"Master Chef Australia"* can be accepted. In other words, it is effective to improve the students' writing ability in Procedure Text. It is suggested that teachers can apply this method to improve students' writing ability in Procedure Text.

Introduction

English is the most language used by global society as a medium to communicate in this era. According to (Nguyen, 2016), English is increasingly being used as a tool for interaction among nonnative speakers. English contains skills that must be mastered by the speakers. One of the skills in writing. Based on (Clavijo-Olarte, 2015), argue among the four language skills, writing is the most difficult skill for second or foreign learners to master. In the researcher's opinion, writing is difficult because some people cannot describe their idea in English. Sometimes, they do not know the English version

of their word (Suhardiana, 2019). When they know the English version, somehow they do not know how to write it in the correct spelling. Other factors that caused writing becomes difficult to be mastered are grammar, vocabulary, and pronunciation. According to (Susanthi, 2021) all of the factors are always related to the implementation. Because of those factors, sometimes students are difficult to arrange their ideas into sentences or paragraphs (Putri & Wijayanti, 2018). When the researcher became a teacher trainee, the researcher found the situation in the class. Students speak fluently when the researcher asks about their idea to write in *Bahasa Indonesia*. But they lost their mind when the researcher asks them to write it in English into a text. Based on the situation above, the researcher has more attention to the students' problems. The researcher will make research about using media to improve students' writing ability. The researcher notices "*Master Chef Australia*" as teaching media. Because it is about the cooking contest, the researcher will choose procedure text as a genre. "*Master Chef Australia*" is a cooking contest that can stream on *Youtube.* Based on the researcher's opinion "*Master Chef Australia*" is an effective media to improve the students' writing ability in procedure text because the show and procedure text are related. The researcher chooses "*Master Chef Australia*" because the same contest which is "Master Chef Indonesia" is happening in Indonesia. The researcher will take "*Master Chef Australia*" and Reynold Poernomo as a chef who is an Indonesian (Simarmata et al., 2020). Hopefully, the video can increase the interest and motivation of the students to study writing in procedure text. According to the discussion above the researcher is interested in experimenting. The researcher will make research entitled "*Improving Students*" Writing Ability in Procedure Text by using Cooking Video by "*Master Chef Australia*" to the Twelfth Grade Students at SMA N 1 Jakenan in Academic Year of 2020/2021".

This research is very influential on efforts to improve writing procedure ability using video cooking compared to before, why is it important to do this research? because after doing this research students were more enthusiastic and students' interest in learning about writing in procedural texts increased rapidly.

This study aims to determine students' ability to write in texts for twelfth year students at Jakenan High School taught by cooking videos by "Master Chef Australia" as an educational tool, determine students' ability to write in procedure text for twelfth year students at Jakenan High School, taught without cooking videos with the learning media "Master Chef Australia" and determined a significant difference in the ability to write test procedures for students in the twelfth year at Laksis Jakenan taught with cooking videos by "Master Chef Australia" as a means of education and teaching without cooking video by "Master Chef Australia" as a teaching tool.

Research Methods

A. Method of Data Collection

The method of the data collection of this research is a test (Purnomo, 2011). The researcher used a written test to collect the data. The test consists of two tests, they are pre-test and post-test. At the end of the research, those tests were used to know the improvement of the students' writing ability in procedure text. The steps of data collection systems are as follows:

1. Preparing the research

   Before doing the research the researcher did some preparation such as:

   a. Making learning media
   b. Making research instrument
   c. Making lesson plan
   d. Deciding the classes to do the research

2. Getting the documents

   The researcher asked permission from the teacher, deciding the classes to and collect the document to do the research. The documents consist of a name list and the schedule.

3. Giving pre-test

   According to (Achmad, 2018) the selected class gave a pre-test before the researcher did treatment using a cooking video by "*Master Chef Australia*". The aim of the test will find out the score of the students' writing ability in Procedure Text before the researcher using apply cooking video by "*Master Chef Australia*" as learning media.

4. Giving treatment

   The treatment gave to the group after the researcher doing the pre-test. The researcher will teach the class about Procedure Text and using cooking video by "*Master Chef Australia*" as a treatment.

5. Giving post-test

   After giving treatment, the researcher gave a post-test to the class. The treatment aims to find out the effectiveness of using cooking video by "*Master Chef Australia*" to improve students' writing ability in Procedure Text.

B. Method of Data Analysis

After collecting the data, the researcher analyzed the data to get the result (Jogiyanto Hartono, 2018). The result of the data used to determine the significant differences of the score get. In analyzing the data, the writer used the following steps as follows:

1. Scoring Students' Writing Test

   Based on (Nur & Ahmad, 2017), when scoring the students' writing tests both the pre-test and post-test, the writer used the aspect in scoring writing proposed. The writing scoring components are reflected in the following test, the writer used some statistics. The statistical procedure was the step that was used statistically to analyze the students' achievement. This part is very important in the research, because of the table:

Table 1
Writing Scoring Component

Criteria	Weight
Content	1-30
Organization	1-20
Vocabulary	1-20
Syntax	1-25
Mechanic	1-5
Total	**100**

Sumber: (Babayiğit & Stainthorp, 2010)

2. Categorizing the Students' Writing Achievement

The researcher percentage the students score then categorized it in five absolute grading scales as the following table:

Table 2
Levels of Achievement

Mark	Score	Level of achievement
A	90-100	Excellent
B	80-89	Good
C	70-79	Adequate
D	60-69	Inadequate
E	Below 60	Poor

Sumber: (Olszewski-Kubilius et al., 2015)

3. Analyzing t_{test} score.
   a. Calculating pre-test mean by using formula:

$$\mathbf{X_1 = \frac{\Sigma x1}{n}}$$

Where:
X : the mean of pre-test
Σx : the sum of score pre-test
n : the number of samples

   b. Calculating post-test mean by using the formula:

$$\mathbf{X_2 = \frac{\Sigma x2}{n}}$$

Where:
X_2 : the mean of post-test
Σx_2 : the sum of the score post-test
n : the number of samples

   c. After getting the mean of each test, the researcher categorizes the result of the student in percentage. The formula where as follows:

$$\mathbf{P = \frac{F}{n} x\ 100\%}$$

Where:
P : the percentage
F : the frequencies of the students who are in the criteria

n : the total number of the students

d. Finding the mean score difference between pre-test and post-test score *(Md)*. The formula where as follows:

$$\mathbf{Md} = \frac{\Sigma \mathbf{d} = \Sigma(\mathbf{X2} - \mathbf{X1})}{\mathbf{n}}$$

Where:

Md : the mean of the difference between pre-test and post-test

Σd : the sum of the differences between pre-test and post-test

n : the number of students

e. Finding the standard deviation (Xd) using the formula:

$$\mathbf{Xd} = \sqrt{\frac{\Sigma \boldsymbol{d}^2}{n} - (\frac{\Sigma \boldsymbol{d}}{n})^2}$$

Where:

Xd : standard deviation of the difference between pre-test and post-test

Σd : the sum of the differences between pre-test and post-test

n : the number of students

f. Finding the standard error of mean difference (SE_{MD}) using formula:

$$SE_{MD} = \frac{Xd}{\sqrt{(n-1)}}$$

Where:

SE_{MD} : standard error of mean difference

Xd : standard deviation of difference between pre-test and post-test

n : the number of students

g. Applying all of them into t_{test} formula:

$$\mathbf{t} = \frac{\boldsymbol{Md}}{\boldsymbol{SEMD}}$$

Where:

Md : the mean of the difference between pre-test and post-test

SE_{MD} : standard deviation of the difference between two tests

After calculating the t_{test}, t_{table} was used to compare the t_{test}. If the value of the test is higher than t_{table}, it means that there is a significant difference in the students' writing ability in procedure text of the eleventh-grade students who are taught with cooking video by "*Master Chef Australia*" and those who are taught without cooking video by "*Master Chef Australia*". However, if the value of t_{test} is lower than the t_{table}, it means that there are no significant difference students' the students' writing ability in procedure text of the eleventh-grade students who are taught with cooking video by "*Master Chef Australia*" and those who are taught without cooking video by "*Master Chef Australia*".

h. Making Conclusion

After finding the research, the researcher concluded. The researcher checked the result in the t_{table}. The hypothesis whether could be accepted or not after looking at the value of the t_{table}.

1) If the $t_{statistic}$ is larger in absolute value than the t_{value} from the t_{table} ($t_{statistic} > t_{table}$), then accept the research hypothesis H_1 and reject the null hypothesis, Ho as a reasonable possibility and accept the research hypothesis.
2) If the $t_{statistic}$ is smaller in absolute value than the t value from the t table ($t_{statistic} < t_{table}$), then accept the null hypothesis, Ho as a reasonable possibility and do not accept the research hypothesis.

Results and Discussions

This research is about the writing skill ability of the students who were taught with cooking video by "Master Chef Indonesia" and who were taught without cooking video by "Master Chef Indonesia" and whether there is a significant difference between students who were taught with cooking video by "Master Chef Indonesia" and those who are taught without cooking video by "Master Chef Indonesia". This research was conducted in the twelfth-grade students of SMA N 1 Jakenan in the academic year of 2020/2021. The researcher took a class as a sample, which was XII MIPA 4 as the control group and experimental group. In conducting this research, the researcher gave two tests. The first test was pre-test and the second test was post-test. After did those steps, the researcher got the result score as follows:

A. The Students' Writing ability in Procedure Text without Using Cooking Video by "Master Chef Indonesia"

Before giving any explanation about the topic in the class, the researcher gave a pre-test. It measures the students' writing ability in Procedure Text. Then, the researcher gave the treatment by showed a cooking video by "Master Chef Indonesia". A pre-test was given to respondents before the researcher gave treatment. There were 36 students in the class. The test was asked the students to write a Procedure Text about How to Operate the Camera on their Phone by their idea. The highest score for the pre-test was 86 and the lowest score was 42.

Table 1
Result of Respondent's Pre-test Score

No	Student's Code	Elements of Writing					Total Score	Grade
		Contents	Organization	Vocabulary	Syntax	Mechanics		
1	R-1	13	12	12	13	2	52	E
2	R-2	14	15	14	14	3	60	D
3	R-3	17	15	16	20	3	71	C
4	R-4	12	12	11	13	3	51	E
5	R-5	13	14	12	12	2	53	E

6	R-6	12	12	12	12	2	50	E
7	R-7	19	17	17	21	4	78	C
8	R-8	11	10	10	10	1	**42**	**E**
9	R-9	15	11	13	15	3	57	E
10	R-10	12	12	12	12	2	50	E
11	R-11	11	11	12	11	1	46	E
12	R-12	20	18	18	22	2	80	B
13	R-13	15	14	14	14	3	60	D
14	R-14	12	12	12	12	2	50	E
15	R-15	15	14	14	17	2	62	D
16	R-16	19	16	16	19	4	74	C
17	R-17	16	14	14	16	3	63	D
18	R-18	11	11	11	12	1	46	E
19	R-19	20	17	17	23	3	80	B
20	R-20	11	11	11	11	2	46	E
21	R-21	16	16	15	17	3	67	D
22	R-22	17	13	15	15	4	64	D
23	R-23	20	18	17	22	3	80	B
24	R-24	14	12	13	14	2	55	E
25	R-25	14	13	12	14	1	54	E
26	R-26	20	17	16	23	4	80	B
27	R-27	11	11	11	11	2	46	E
28	R-28	16	14	14	18	3	65	D
29	R-29	14	13	10	13	2	52	E
30	R-30	27	18	17	21	3	**86**	**B**
31	R-31	17	13	13	17	4	64	D
32	R-32	11	10	10	10	1	**42**	**E**
33	R-33	13	13	13	14	2	53	E
34	R-34	17	15	13	18	2	65	D
35	R-35	17	15	12	19	4	67	D
36	R-36	13	14	13	14	3	54	E
n = 36				**Total Score**			**2172**	

Sumber: data processing 2021

After getting the scoring pre-test mean, the researcher categorizes the result of the student in percentage. The formula where as follows:

$$\mathbf{P = \frac{F}{n} \times 100\%}$$

Where:

P : the percentage

F : the frequencies of the students who are in the criteria

n : the total number of the students

After getting the score and percentage of the pre-test for the respondents, the researcher calculated the mean score of the pre-test. The formula was as follows:

$$X_1 = \frac{\Sigma x_1}{n}$$

Where:

X_1 : the mean of pre-test

Σx_1 : the sum of score pre-test

n : the number of samples

The calculation:

$$X_1 = \frac{\Sigma x_1}{n}$$
$$= \frac{2172}{36}$$
$$= 60.33$$

B. The Students' Writing ability in Procedure Text with Using Cooking Video by "Master Chef Indonesia"

For measuring whether the treatment was effective or not, the researcher gave a post-test. From both tests, the researcher got the data score of the students. After getting the data, the researcher calculated the total score of the students to categorize it. The researcher gave a post-test to the students to find out students' achievement after being taught using a cooking video by "*Master Chef Australia*". In this test, the highest score was 98 and the lowest score was 57.

Table 1
Result of Respondents' Post-test Score

No	Student's Code	Elements of Writing					Total Score	Grade
		Contents	Organization	Vocabulary	Syntax	Mechanics		
1	R-1	20	15	15	17	3	70	C
2	R-2	21	16	17	17	3	74	C
3	R-3	22	17	17	19	3	78	C
4	R-4	20	15	15	16	3	69	D
5	R-5	22	18	18	19	4	81	B
6	R-6	21	16	16	17	3	73	C
7	R-7	23	17	17	19	5	81	B
8	R-8	21	17	17	17	3	75	C
9	R-9	22	16	17	19	3	80	B
10	R-10	20	15	15	16	3	69	D
11	R-11	23	18	17	18	4	80	B
12	R-12	25	18	18	19	3	83	B
13	R-13	22	17	16	18	3	76	C
14	R-14	20	15	15	16	3	69	D
15	R-15	20	15	15	16	3	69	D
16	R-16	29	19	19	23	5	95	A
17	R-17	22	18	17	19	3	79	C

18	R-18	22	17	17	18	3	77	C
19	R-19	30	20	19	24	5	**98**	**A**
20	R-20	23	18	18	21	5	85	B
21	R-21	23	17	18	20	4	82	B
22	R-22	30	20	19	24	5	**98**	**A**
23	R-23	29	19	19	22	3	92	A
24	R-24	23	18	19	21	4	85	B
25	R-25	22	18	18	19	2	79	C
26	R-26	22	19	19	20	5	85	B
27	R-27	23	16	15	18	3	75	C
28	R-28	24	18	17	22	5	86	B
29	R-29	20	15	15	16	3	69	D
30	R-30	30	18	18	23	3	92	A
31	R-31	26	18	18	19	4	85	B
32	R-32	23	17	18	18	4	80	B
33	R-33	18	11	11	14	3	**57**	**E**
34	R-34	23	17	17	22	5	84	B
35	R-35	21	17	17	22	3	80	B
36	R-36	21	16	17	17	4	81	B
n = 36		**Total Score**					**2871**	

Sumber: (Drennan, 2012)

After getting the scoring post-test mean, the researcher categorizes the result of the student in percentage. The formula where as follows:

$$\mathbf{P = \frac{F}{n} \times 100\%}$$

Where:

P : the percentage

F : the frequencies of the students who are in the criteria

n : the total number of the students

After getting the score and percentage of the post-test, the researcher calculated the mean score of the post-test. The formula where as follows:

$$\mathbf{X_2 = \frac{\Sigma x 2}{n}}$$

Where:

X_2 : the mean of pre-test

Σx_2 : the sum of score pre-test

n : the number of samples

The calculation:

$$\mathbf{X_2 = \frac{\Sigma x 2}{n}}$$
$$= \frac{2871}{36}$$
$$= 79.75$$

C. The Significant Difference of Students' Writing Ability in Procedure Text Before and After Using Cooking Video by Using "*Master Chef Australia*".

The result showed that the score on pre-test and post-test had significant improvements. The differences score pre-test and post-test could be shown in the table as follows:

Table 2
Result of the Differences Score between Pre-test and Post-test

No	Students' Code	Pre – Test Score	Post – Test Score	d	d^2
		X_1	X_2	$(X_2 - X_1)$	$(X_2 - X_2)^2$
1	R-1	52	70	18	324
2	R-2	60	74	14	196
3	R-3	71	78	7	49
4	R-4	51	69	18	324
5	R-5	53	81	28	784
6	R-6	50	73	23	529
7	R-7	78	81	3	9
8	R-8	42	75	33	1089
9	R-9	57	80	23	529
10	R-10	50	69	19	361
11	R-11	46	80	34	1156
12	R-12	80	83	3	9
13	R-13	60	76	16	256
14	R-14	50	69	19	361
15	R-15	62	69	7	49
16	R-16	74	95	21	441
17	R-17	63	79	16	256
18	R-18	46	77	31	961
19	R-19	80	98	18	324
20	R-20	46	85	39	1521
21	R-21	67	82	15	225
22	R-22	64	98	34	1156
23	R-23	80	92	12	144
24	R-24	55	85	30	900
25	R-25	54	79	25	625
26	R-26	80	85	5	25
27	R-27	46	75	29	841
28	R-28	65	86	21	441
29	R-29	52	69	17	289
30	R-30	86	92	6	36
31	R-31	64	85	21	441
32	R-32	42	80	38	1444

33	R-33	55	57	2	4
34	R-34	65	84	19	361
35	R-35	67	80	13	169
36	R-36	59	81	22	484
		Mean	**Mean**	**∑d**	**∑d2**
n = 36		60.333333	79.75	699	17113

Sumber: (Jennings & Cribbie, 2016)

From the table above, the researcher conducts the mean of the difference between pre-test and post-test. The formula where as follows:

$$\mathbf{Md} = \frac{\Sigma \mathbf{d} = \Sigma(\mathbf{x1} - \mathbf{x2})}{\mathbf{n}}$$

Where:

Md : the mean of the difference between pre-test and post-test

Σd : the sum of the differences between pre-test and post test

n : the number of students

The calculation:

$$\mathbf{Md} = \frac{\Sigma \mathbf{d} = \Sigma(\mathbf{x1} - \mathbf{x2})}{\mathbf{n}}$$
$$= \frac{\mathbf{699}}{\mathbf{36}}$$
$$= 19.42$$

The difference can explain with this table:

Table 3
The Difference Can Explain

Mean Score	**Pre-test**	**Post-test**
	60.33	79.75
Difference means of two tests	**19.42**	

Sumber: (Bokulich, 2011)

From the result above, the researcher calculates the standard deviation using the formula:

$$\mathbf{Xd} = \sqrt{\frac{\sum d^2}{n} - \left(\frac{\sum d}{n}\right)^2}$$

Where:

Xd : the deviation

d : the difference

Md : the mean of the difference

The calculation:

$$\mathbf{Xd} = \sqrt{\frac{\sum d^2}{n} - (\frac{\sum d}{n})^2}$$
$$= \sqrt{\frac{17113}{36} - (\frac{699}{36})^2}$$
$$= \sqrt{475.36 - (19.41)^2}$$
$$= \sqrt{475.36 - 376.74}$$
$$= \sqrt{98.62}$$
$$= 9.93$$

After conduct standard deviation, the researcher found the standard error mean difference using the formula:

$$\mathbf{SE_{MD}} = \frac{Xd}{\sqrt{(n-1)}}$$

Where:

SE_{MD} : standard error of the mean difference

Xd : standard deviation of the difference between pre-test and post-test

n : the number of students

The calculation where as follows:

$$\mathbf{SE_{MD}} = \frac{Xd}{\sqrt{(n-1)}}$$
$$= \frac{9.93}{\sqrt{(36-1)}}$$
$$= \frac{9.93}{\sqrt{35}}$$
$$= \frac{9.93}{5.92}$$
$$= 1.67$$

After calculating all of the scores, the researcher applying all of them into t_{test} formula:

$$\mathbf{t} = \frac{\boldsymbol{Md}}{\boldsymbol{SEMD}}$$

Where:

Md : the mean of the difference between pre-test and post-test

SE_{MD} : standard deviation of the difference between two tests

The calculation:

$$\mathbf{t} = \frac{\boldsymbol{Md}}{\boldsymbol{SEMD}}$$
$$= \frac{\mathbf{19.42}}{\mathbf{1.67}}$$
$$= 11.62$$
$$\mathbf{df = n - 1}$$
$$= 36 - 1$$
$$= 35$$

From the computation of t_{test} formula, the result of t_{value} was 11.622. From the t_{table} of significances, 5% with df = 35 was 2.030. Then, the t_{value} was higher than t_{table} (11.622 > 2.030). It means that there is a significant difference in the students' writing ability in Procedure Text who were taught with cooking video by "Master

Chef Indonesia" and who were taught without cooking video by "Master Chef Indonesia". Therefore, the working hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that the use of cooking video by "Master Chef Indonesia" can be applied. In other words, it is effective to improve students' writing ability in Procedure Text.

Conclusion

From the research finding and discussion above, there are some conclusions as follows: 1) The students' writing ability in Procedure Text of twelfth-grade students at SMA N 1 Jakenan was taken in a class, as a Control and Experiment Group. The lowest score of respondents' pre-test score was 42 and the highest score was 86. It means that the score means we're under the range. 2) The students' writing ability in Procedure Text of twelfth-grade students at SMA N 1 Jakenan was taken in a class, like Control and Experimental Group. The lowest score of respondents' post-test was 57 and the highest score was 98. It means that students' writing ability of twelfth-grade students at SMAN 1 Jakenan with using cooking video by "*Master Chef Australia*" has improved. 3) There was a significant difference between pre-test and post-test results. It can be known from the result of pre-test mean was 60.33 and the post-test mean was 70.75. The significant difference between the two tests was 19.42. On other hand, the cooking video by "*Master Chef Australia*" was effective to improve students' writing ability.

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