

Increasing Students' achievement in Writing Recount Text by Using Active Knowledge Sharing Strategy

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Abstrak

Penelitian ini merupakan penelitian Pra-eksperimental. Tujuan dari penelitian ini adalah untuk mengetahui apakah Active Knowledge Sharing Strategy dapat meningkatkan prestasi belajar siswa dalam menulis teks recount di kelas VIII MTs Mandala Nusantara Kalukku. Analisis data menunjukkan bahwa, hasil frekuensi dan persentase pre-test dan post-test siswa. Kategori dominan pertama pada pre-test adalah kategori buruk dengan skor 9 (30%) siswa, kategori dominan kedua adalah kategori cukup dengan skor 13 (43.33%) siswa, sedangkan kategori dominan pertama pada post-test adalah kategori cukup baik oleh skor 18 (60%) siswa, kategori dominan kedua adalah kategori baik dengan skor 5 (16.67%) siswa. Hal ini menunjukkan bahwa terdapat perbedaan yang signifikan antara pre-test dan post-test. Hal ini berarti keterampilan menulis teks recount siswa telah meningkat. Hasil hipotesis menunjukkan bahwa t-test lebih besar dari t-tabel. Sehingga Hipotesis Alternatif (H1) diterima. Artinya strategi tersebut dapat meningkatkan keterampilan menulis teks recount siswa kelas VIII MTs Mandala Nusantara Kalukku.

Kata Kunci: Menulis Recount, Active Knowledge sharing, dan Pre-eksperimen

This research is Pre-experimental. The objective of this research was to find out whether or not Active Knowledge Sharing Strategy can improve the students' achievement in writing recount text at the VIII grade of MTs Mandala Nusantara Kalukku. The analysis of data shows that, the result of frequency and percentage of the students' pre-test and post-test. The first dominant category in pre-test is poor category by score 9 (30%) students, the second dominant category is fairly category by score 13 (43.33%) students, while the first dominant category in post-test is fairly good category by score 18 (60%) students, the second dominant category is good category by score 5 (16.67%) students. It shows that there is significant difference between pre-test and post-test. It means that students' writing skill of recount text has improved. The result of hypothesis shows that t-test is greater than t-table. So that Alternative Hypothesis (H1) was accepted. It means that the strategy can improve students' writing skill of recount text at the eighth grade of MTs Mandala Nusantara Kalukku.

Keywords: Writing Recount, Active Knowledge Sharing, and Pre-Experiment.

Background

Considering that, communication is important in the globalization era, where each country cooperates in various fields to achieve the respective needs in the fields of Economy, Social, Culture and Education. English as international language is one important thing for people in the social life, as it know that in the social life people always do communication each other to share everything. Indonesia is one of countries that begin to apply English Language as one subject in every grades of education, start from beginner until high level. Although in this country, it can found much international school level that use English in learning process.

English is a language that is used as a communication tool in the world. In this era of globalization, English has an important role in all aspects of life, including in the education aspect (Besides English is the international language, English is also one of the subjects that taught in University for general subject in the first, second or the third semester.

Writing has an important role when learners want to deliver a message to a reader for a purpose. Through writing, the learner can explain things and as a result reader can get information by reading the written message. Fitriani, F., et al (2019) stated that writing skill cannot be mastered in a short time, and it takes training and practice that is not small and continuously. In writing class, the teacher should realize students' difficulties in writing English as a foreign language. The purposes of writing activities for students are to be able to express ideas, opinions, and knowledge possessed in writing (Ali, S.M. & Hasanah, N: 2020)

Many students during the writing task are sometimes confused and cannot continue to complete their writing task with simple reasons such as lack of vocabulary and not having enough ideas. As a result they can

only write down very short paragraphs with no detail to the topic. These may occur since they have enough writing experience and focus their attention mainly on grammar and vocabulary. Another common problem confronts teachers of writing class is how to interest the students to write interesting and effective materials and also find good strategies.

It becomes a challenge for Indonesia people and students when English is not known as a second language but as a foreign language. Especially learn writing skill. In the learning process, make students become dizzy because of the language pattern that apply in English difference than Indonesia.

Harmer (2004) defines writing is a productive skill which involves thought and emotion. It is a medium of communication. Writing cannot be mastered at one but it needs practice. The practice may include imitating or copying words and sentences from the giving ideas or expressing free ideas based on the writers' knowledge, experience and point of view. Harmer in Ali, S. M. (2020) states that writing is often not time-bound in the way conversation. He adds that writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their mind.

Writing is not a natural activity. All physically and mentally normal people learn to speak a language. There are other important differences as well. Writing, unlike speech, is displaced in time. Indeed, this must be one reason why writing originally evolved since it makes possible the transmission of a message from one place to another, a written message can be received, stored and referred back to at any time.

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for students. One of

the indicators of syllabus about teaching writing in junior high school is recount text.

Recount text is one of the text genres that the students learn. This text is written with the purpose to inform the readers or people about something that happens in the past.

According to Anderson in Yunianto (2014: 23) recount is defined as a piece of text that retells events aimed to give the audience a description of what occurred and when it occurred.

Based on the problems above, the researcher is interested to conduct a research under the title: *INCREASING STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT BY USING ACTIVE KNOWLEDGE SHARING STRATEGY*

The Essence of Writing

A. Definition of Writing

Munan (1995:91) states that writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired. Few people write spontaneously, and few feel comfortable with a formal writing task intended for the eyes of someone else.

Based on the statement above, it can be concluded that writing as one of four language skills is considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way.

B. Types of Writing

Commonly there are two types of writing, as follows:

1. Practical Writing

This type deals with the fact and functional writing. It is purposed to special

goal that we can find it in letters, papers, summaries, outlines, essays, etc.

2. Creative or Imaginary Writing

This type usually exists in literature. Such as novel, romance, poem, short story, science fiction, etc.

C. Recount Text

The social function is to retell events for the purpose of informing or entertaining. The generic structure in recount is orientation (provides the setting and introduces participants), events (tell what happened, in what sequence), and re-orientation (optional-closure of events).

Recount text is one of the text genres that the students learn. This text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences and events.

According to Anderson in Yunianto (2014: 23) recount is defined as a piece of text that retells events aimed to give the audience a description of what occurred and when it occurred.

There are three generic structure of recount. They are:

1. Orientation : provides the setting and produces participants. It provides information about 'who', 'where', and 'when'.
2. Record of Events: tell what happened, present event in 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 'rounds off' the sequence of events.

There are three types of recount:

1. Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).
2. Factual recount: recording the particulars of an accident (e.g. report of a science

experiment, police report, news report, historical account).

3. Imaginative recount: taking on an imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented).

The Essence of Active Knowledge Sharing Strategy

a. Definition of Active Knowledge Sharing Strategy

In the lecture, a method is usually the whole teaching and learning activities in the classroom while the teacher-centered students only as the subject of a passive learning so that the learning process only takes place in one direction. For example, the teacher dictates, the students noted, the teacher explains in the Blackboard, students listen to the teacher gives assignments, students are working on. So often found at minimum student involvement in learning processed and finally at students became saturated and no interest in following lessons. It is when done continuously performed by the teacher will have an impact on the results of student learning. So that, in the learning process need a good way to make a good result and achievement of the students.

There is some strategies apply students as a center in learning, one of the strategies is active learning. It is focus on students' activity as long as learning process, the teacher just give direction to students.

Active knowledge Sharing is one of learning active type strategy, it is a learning strategy with a team formation system starting from individuals (individuals) to finally formed cooperation / discussion with other students so that team formation takes place.

b. The Purposes of Active Knowledge Sharing Strategy

Based on Dalimunthe (2018: 318) active knowledge sharing has several purposes including:

- a. Develop the ability to act ably in any situation.
- b. Develop an attitude of being able to listen and respond to something.
- c. Discuss problems, formulating the problem and concluded an idea.
- d. Solving a problem.

In the learning approach of active knowledge sharing, all students are expected to master the material, more active in the learning process, more quick response in terms of knowledge, behavior in class is active and fun.

c. The steps of Strategy

The steps of Active Knowledge Sharing Strategy as follows:

- a. Provide a list of questions related to the subject matter you will be teaching.
- b. Instruct students to answer the questions as best they can.
- c. Ask all students to go around looking for friends to become a team / group so they can exchange knowledge / work together in answering questions that are unknown or doubtful.
- d. Ask students to return to their seats, answer questions that students cannot answer. Use the answers that appear as bridges to introduce important topics in class.

Method of Research

This research was conducted at the VIII grade of MTs Mandala Nusantara Kalukku of Mamuju of West Sulawesi. This research is concerns with the using of Active knowledge Sharing to increase writing ability of the eight grade students of MTs Mandala Nusantara Kalukku. The types of writing which used is recount text. The writing made by the students is measured in terms of content, organization, language use or structure, vocabulary, and mechanics.

Research Design

In this research, the researcher uses the pre-experimental design. It uses treatment by using Active knowledge Sharing. Then, it

will be given pretest and posttest. The pretest is done to find out the prior knowledge of students while posttest is done to find out the influence of using Active knowledge Sharing in writing ability. The instrument of this research was writing test. The students wrote about "My Bad Experience" in a paragraph.

Research Variables

This research consists of two variables, namely dependent variable and independent variable. The research has one independent variable and two dependent variables. The independent variable is the use of Active knowledge Sharing strategy in improving students' writing ability. It is used to facilitate students to improve their English writing. The dependent variables of this research are the students' writing ability.

Population and Sample

The population of this research is the eight grade students of the VIII grade of MTs Mandala Nusantara Kalukku of Mamuju of West Sulawesi. The population was 30 students. The sample is selected by using purposive sampling technique. The researcher takes all the population which the number are 30 students with 13 male and 17 female.

Instrument of the Research

In this part, there are two tests that are used in collecting data as follows:

a. Pre-test

Before conducting treatment, the researcher conducts pre-test. Pre-test intends to measure the students' prior knowledge before the students given treatment.

b. Post-test

After conducting treatment, the researcher give post-test in which it intends to know students' improving after being given treatment..

Procedure

In this part, the researcher describes in detail the procedure of the research as follows:

a. Pre-test

In this section, the researcher use writing text to collect the data. The test is making a recount test based on students' holiday experiment, it run for 40 minutes.

b. Treatment

After giving pre-test, the researcher conduct treatment and it conducted for 2 month. The researcher gives treatment six times. Each meeting, it runs for 80 minutes. In doing so, it is based on strategy that is used in this research namely Active Knowledge Sharing strategy. For more detail, the treatment describe in detail as follows:

1) First meeting

- a) The researcher explains what activity that students be taken during the research.
- b) The researcher gives explanation how Active Knowledge Sharing strategy works.
- c) The researcher gives explanation about writing
- d) The researcher introduces recount text.
- e) The researcher gives example that use of recount text.
- f) The researcher asks students practice it.
- g) The researcher checks students' result.
- h) The researcher and students discuss about the result.
- i) The researcher divides the students into some groups for the next meeting.
- j) Closing

2) Second meeting

- a) The researcher reviews the lesson.
- b) The researcher ask to students assemble with the group that has divided in the last meeting.
- c) The researcher gives students holiday as theme to make a recount text.
- d) The researcher asks students to discuss with their groups.

- e) The researcher asks the group of students present their recount text.
 - f) The researcher and students analyze the recount text based on the components.
 - g) The researcher tells the result of each group.
 - h) The researcher gives question and asks to answer it.
 - i) The researcher asks students to conclude about the material.
 - j) The researcher divides the students into some groups for the next meeting.
 - k) Closing
- 3) Third meeting
- a) The researcher reviews the lesson.
 - b) The researcher ask to students assemble with the group that has divided in the last meeting.
 - c) The researcher gives students history as theme to make a recount text.
 - d) The researcher asks students to discuss with their groups.
 - e) The researcher asks the group of students present their recount text.
 - f) The researcher and students analyze the recount text based on the components.
 - g) The researcher tells the result of each group.
 - h) The researcher gives question and asks to answer it.
 - i) The researcher asks students to conclude about the material.
 - j) The researcher divides the students into some groups for the next meeting.
 - k) Closing
- 4) Fourth meeting
- a) The researcher reviews the lesson
 - b) The researcher ask to students assemble with the group that has divided in the last meeting.
 - c) The researcher gives students adventure as theme to make a recount text.
- d) The researcher asks students to discuss with their groups.
 - e) The researcher asks the group of students present their recount text.
 - f) The researcher and students analyze the recount text based on the components.
 - g) The researcher tells the result of each group.
 - h) The researcher gives question and asks to answer it.
 - i) The researcher asks students to conclude about the material.
 - j) Closing
- 5) Fifth meeting
- a) The researcher reviews the lesson
 - b) The researcher ask to students assemble with the group that has divided in the last meeting.
 - c) The researcher gives students travelling as theme to make a recount text.
 - d) The researcher asks students to discuss with their groups.
 - e) The researcher asks the group of students present their recount text.
 - f) The researcher and students analyze the recount text based on the components.
 - g) The researcher tells the result of each group.
 - h) The researcher gives question and asks to answer it.
 - i) The researcher asks students to conclude about the material.
 - j) Closing
- 6) Sixth meeting
- a) The researcher reviews the lesson
 - b) The researcher asks students to make a recount text.
 - c) The researcher asks students present their recount text.
 - d) The researcher and students analyze the recount text based on the components.

- e) .The researcher gives question and asks to answer it.
- f) The researcher asks students to conclude about the material.
- g) Closing

a) Post-test

After giving treatment, the students are given post-test. In doing so, this test be given to know students' improvement after being given treatment and the test that is used is the same test (*pre-test*) that is writing test and runs for 45 minutes.

Technique of Data Analysis

In analyzing the data collects through writing test, the researcher uses the analysis by Active knowledge Sharing strategy Writing test.

Finding And Discussion

Findings

After collecting data, the researcher analyzes data. The purpose of analyzing the date is to make easy the researcher takes conclusion. In analyzing data, the researcher use analysis test, statistics method, namely Mean Score (X), Standard Deviation (SD), and Test of Significance (T-test).

1. The Ability of The Students in Writing.

The Students' score of pre-test and post-post described about score accumulation frequency, percentage, mean score and standard deviation. Rate percentage and score classification as follows:

Table 4.1
Rate percentage and score classification

No	Categories	Score	Pre-Test	
			F	%
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	2	6.67
4	Fairly-Good	66-75	6	20
5	Fairly	56-65	13	43.33
6	Poor	36-55	9	30
7	Very Poor	0-35	0	0
Total Score			30	100 %
Mean Score			60.5	
Standard Deviation			85	

The table above shows that no one students in excellent, very good and very poor category, but there is in the good category is 2 (6.67%) students, fairly-good category is 6 (20%) students, fairly category is 13 (43.33%) students, and poor category is 9 (30%) students. Meanwhile the mean score of pre-test is 60.5 and standard deviation of pre-test is 8.5.

It means that students' writing skill of recount text was low because of the result of pre-test shows that many students got fairly good, fairly and poor category and no one students got excellent and very good. Even though there is 2 students in good category but mean score of pre-test still low so that make standard deviation getting high score.

2. The Rate Frequency, Percentage, Mean Score and Standard Deviation in Pre-Test

Table 4.2
The Frequency, Percentage, Mean Score and Standard Deviation of Post-test

No	Categories	Score	Post-Test	
			F	%
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	5	16.67
4	Fairly-Good	66-75	18	60
5	Fairly	56-65	7	23.33
6	Poor	36-55	0	0
7	Very Poor	0-35	0	0
Total Score			30	100
Mean Score			70	
Standard Deviation			5.8	

The table above shows that for excellent and very good category is no one students, good category is 5 (16.67%) students, fairly good category is 18 (60 %) students, fairly category is 7 (23.33%) students, in the poor and very poor categories also no one students get it. Meanwhile, the mean score of Post-test is 70 and standard deviation of Post-test is 5.8.

It means that students' writing skill of recount text had improved by using active knowledge sharing strategy because of there are many students got good and fairly good

category. Then, there is not student in the poor and very poor category. While the mean score of post-test is, high and it make standard deviation of students getting low score.

3. T-test Value of the Students

The t-test is used to find out the significance difference between the pre-test and post-test. The t-test of the students' that take through active knowledge sharing strategy shows through the following table below:

Table 4.3
T- Test and T-Table Value

Variable	T-test Value	T-table Value
X2 – X1	9.8	1.699

Based on the table above, it describes that the result of the t-test is 9.8 while t-table value is 1.699. It shows that the t-test value is greater than the t-table value ($9.8 > 1.699$). It means that the Alternative Hypothesis (H1) is accepted and Null Hypothesis (H0) is rejected. In other word, active knowledge sharing strategy can improve students' writing skill of recount text.

Discussion

This research focus to know the use active knowledge sharing strategy to improve students' writing skill of recount text and this research conduct at MTs Mandala Nusantara Kalukku. Recount text is the focus in this research because students' understanding of recount text at VIII grade of MTs Mandala Nusantara Kalukku is low.

The design of this research is one group pre-test and post-test design. Sampling technique is used in this research is purposive sampling. Pre-test Students give tests to write recount text. The researcher gives treatment six times and the last is post-test. In doing so,

this test would be given to know students' improvement after being given treatment and the test that is used is the same test. The data description of this research collection through the test and the researcher apply active knowledge sharing strategy to improve students' writing skill of recount text at VIII grade of MTs Mandala Nusantara Kalukku.

The next for fairly category in pre-test is 13 (43.33%) students while in post-test is 7 (23.33%) students. It means that students' writing skill of descriptive text had improved because of there are many students who get fairly category in pre-test while in post-test only some students get fairly category.

For fairly-good category is 6 (20%) students in pre-test while 18 (60%) students in post-test. It means that students' writing skill of descriptive text improve because of only some students get fairly good category in pre-test while in post-test there are many students who get fairly good category.

For good category is 2 (6.67%) students in pre-test while 5 (16.67%) students in post-test. It means that students' writing skill of recount text has improved because of some students get good category in pre-test while there are many students who get good category in post-test.

Based on the result of comparison the rate frequency and percentage of the students' pre-test and post-test it can show that students' writing skill of recount text is improved, although no one gets excellent category but there is improvement in other categories.

a. Comparison of Mean Score and Standard Deviation

Table 4.5

The Comparison of Mean Score and Standard Deviation of Pre-Test and Post-Test

Test	Mean Score	Range	Standard Deviation	Range
Pre-test	60,5	9.5	8.5	2.7
Post-test	70		5.8	

Based on the table above it shows that, mean score in pre-test is 60,5 and mean score in post-test is 70, so that the range of mean score from pre -test to post-test is 9,5. The standard deviation of pre-test is 8,5 and post-test is 5,8, so that the range of standard deviation from pre-test to post-test is 2,7. It can be concluded that the mean score in pre-test is lower than post-test because of before doing treatment the students have not given the method but after treatment the method have given. So that standard deviation in pre-test is higher than post-test.

As explanation, it find that the value of the t-test is greater than t- table ($9,8 > 1.699$). It means that the Alternative Hypothesis (H1) is accepted while the Null Hypothesis (H0) is rejected. In other word, that application of active knowledge sharing strategy can improve students' writing skill of recount text because the result t-test value is better than t-table value, so the students' achievement significantly improves after treatment.

Based on the learning process started from pre-test, treatment is six meetings and the last is post test. The result of pre-test and post test starts frequency, percentage, mean score, standard deviation and hypothesis testing. It shows that the use of active knowledge sharing strategy is proper using to improve students' writing skill of recount text. Relating to the statement above, the researcher assumes that this strategy is good to used in improving students' writing skill of recount text, because learning strategy will make students more active and help the

students communicate and write in learning to share every opinion and can give suggestion each other.

Finally, the researcher find out that active knowledge sharing strategy improve students' writing skill of recount text at VIII grade of MTs Mandala Nusantara Kalukku.

Active knowledge Sharing is one of learning active type strategy, it is a learning strategy with a team formation system starting from individuals (individuals) to finally formed cooperation / discussion with other students so that team formation takes place.

It based on Dalimunthe (2018: 318) active knowledge sharing has several purposes including:

1. Develop the ability to act ably in any situation.
2. Develop an attitude of being able to listen and respond to something.
3. Discuss problems, formulating the problem and concluded an idea.
4. Solving a problem. In the learning approach of active knowledge sharing, all students are expected to master the material, more active in the learning process, more quick response in terms of knowledge, behavior in class is active and fun.

Related to the statement in implementation of Active Knowledge Sharing as learning strategy finding, as follows:

1. Students' discipline
During learning process, students' discipline was excellent. They entered the class on time, greeting, polite to teacher.
2. The preparation students
Students' preparation in learning process was good, it looked where students prepared book, stationary, media, although they have textbook.
3. Students' activeness
It was good, where students followed the lesson until end, interacted with the media, and then students asked some

questions about the lesson, although there was some students only gave opinion of the lesson.

Students' anxiety and learning environment. It was excellent, student was happy, interested, followed the instruction by teacher well, and students began fast to accept the lesson. It also looked by their score that has improved.

Finally, the researcher find out that active knowledge sharing strategy improve students' writing skill of recount text and bring positive attitude for the students at VIII grade of MTs Mandala Nusantara Kalukku.

Conclusion

Base on the data, the researcher finds the problem of writing recount text at the students of VIII grade at MTs Mandala Nusantara Kalukku. The researcher gives solution to use active knowledge sharing strategy to improve students' writing skill of recount text at the eighth grade for two months. There is process of the research to be clear will explain in the next paragraph.

The process of the research conducts as many as 8 times meeting. The first meeting, the researcher gave test to the students about recount text without explain the material to know about the students knowledge. The second until the sixth meeting, the researcher gives the students' material about recount text to improve students' writing skill. The eighth meeting researcher gives post-test to know the improvement of students after giving treatment in writing recount text.

The analysis of data shows that, the result of frequency and percentage of the students' pre-test and post-test. The first dominant category in pre-test is poor category by score 9 (30%) students, the second dominant category is fairly category by score 13 (43,33%) students, while the first dominant category in post-test is fairly good category by score 18 (60%) students, the

second dominant category is good category by score 5 (16,67%) students. It shows that there is significant difference between pre-test and post test. It means that students' writing skill of recount text has improved.

Based on the analysis above, it can be concluded that the researcher give solution about the problem of writing recount text by using active knowledge sharing strategy to improve students' writing skill of recount. The result of hypotesis shows that t-test is greater than t-table. So that Alternative Hypothesis (H1) was accepted. It means that the strategy can improve students' writing skill of recount text at the eighth grade of MTs Mandala Nusantara Kalukku. This strategy also can be a recommend for the teacher to improve students' writing skill of recount text.

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