

## THE EFFECT OF USING HERO QUEST STRATEGY TOWARD THE STUDENTS WRITING SKILL OF RECOUNT TEXT AT TENTH GRADE STUDENTS OF STATE SENIOR HIGH SCHOOL 2 KUOK KAMPAR REGENCY

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### ABSTRACT

This research was carried out based on researcher's preliminary study at State Senior High School 2 Kuok at tenth grade in academic year 2016/2017. In this researcher use quasi experimental research with pottest only. The aim of this research is to find out the effectiveness of the use Hero Quest Strategy in teaching writing skills on recount text. The researcher took two classes as the samples were class X<sub>1</sub> as the control group and class X<sub>2</sub> as the experimental class. Total sampling technique we used by the researcher to take the sample. The technique of data collection was test. Meanwhile, to analyze the data, the researcher used Independent Samples T-test formula by using SPSS 20.0 Version. Based on the analysis data the result showed that the average student posttest in experimental class were 72.47, and in control class has average students posttest were 54.31. The researcher used T-test, the result of the average test calculating (T-test) 0.000. It was proved that this research was 0.000 <0.05. Finally, the researcher concluded that alternative hypothesis (H<sub>a</sub>) was accepted and null hypothesis (H<sub>0</sub>) was rejected. After calculating effect size, it was obtained that there was a small effect size (0,025). It was conclude that H<sub>a</sub> is rejected and H<sub>0</sub>, is accepted. In other words, there is a significant effect of using hero quest strategy on students writing skill of recount text of the tenth grade at state senior high school 2 Kuok.

**Keywords** : *Hero Quest Strategy, writing skills, Recount Text*

### ABSTRAK

Penelitian ini dilakukan berdasarkan pendahuluan peneliti di SMA Negeri 2 Kuok di kelas sepuluh tahun akademik 2016/2017. Dalam penelitian ini, peneliti menggunakan kuasi eksperimental dengan post test only. Tujuan dari penelitian ini adalah untuk mengetahui keefektifan penggunaan Strategi Hero Quest dalam mengajarkan keterampilan menulis pada teks recount. Peneliti mengambil dua kelas sebagai sampel yaitu kelas X<sub>1</sub> sebagai kelompok control dan kelas X<sub>2</sub> sebagai kelas eksperimen. Total teknik pengambilan sampel digunakan oleh peneliti untuk mengmbil sampe. Teknik pengumpulan data adalah tes. Sedangkan untuk menganalisa data, peneliti menggunakan rumus Independent Sample T-test dengan menggunakan SPSS 20.0 Version. Berdasarkan hasil analisis data menunjukkan bahwa rata-rata post test siswa pada kelas eksperimen adalah 72,47, dan rata-rata post test siswa pada kelas control adalah 54,31. Peneliti menggunakan uji-T, hasil perhitungan rata-rata uji (uji-T) 0.000. Terbukti bahwa penelitian ini adalah 0.000 <0.05. Akhirnya, peneliti menyimpulkan bahwa hipotesis alternative (H<sub>a</sub>) diterima

dan Hipotesis nol ( $H_0$ ) ditolak. Setelah menghitung ukuran efek, didapatkan bahwa ada ukuran efek yang kecil (0,025). Disimpulkan bahwa  $H_0$  ditolak dan  $H_a$  diterima. Dengan kata lain, ada pengaruh signifikan menggunakan strategi Hero Quest terhadap kemampuan menulis siswa pada teks recount di kelas sepuluh di sekolah negeri 2 Kuok.

**Kata Kunci** : *Strategi Hero Quest, Keterampilan Menulis, Teks Recount*

## INTRODUCTION

Writing is one of the productive skills that need some rules like content, grammar, language use, vocabulary and mechanics. Those rules need to be understood in each component to make the reader understand the explanation as the writer write.

As known writing is one of many ways of communication. But writing is not spontaneous about something. Writer must consider many things before talking their arguments in their writing. That is why writer must know to what they write and to whom they write. It means than understanding writing is important, and also it shows that writing is not an easy skill to be mastered. But writing in English always grows as they of the development of education.

Other thing that should be considered in writing is the process of writing. As known the process of writing are: prewriting (choose and narrowing a topic), planning (outlining), then writing and revising drafts that should be mastered by the learner from the beginning level. Understanding these processes will make the learner achieve the perfect result of writing.

According to Harmer (1998: 83), writing is difficult for some students. There are many aspects should be considered in writing, such as developing ideas, grammatical devices, choice of word, writing strategy and so on. In teaching and learning process the teacher or educator should be able more creative, active, innovative, effective and interested. Writing is one of the language skills in English. Writing can be done by anyone. But it is not all people can do writing grammatically and successfully.

According to Marianne (2001,p.223), grammar in writing emphasizes that focus or form in composition can help writer develop rich linguistic resources needed to express ideas effectively in addition to proving assistance in error correction. In order words, whatever and however language learners must follow the aspects of writing and master them in writing.

At school, based on the school based curriculum writing is one of the skills that must be mastered and taught at senior high school. The goals of teaching writing on the school syllabus

are the students are able to understand the functional text and short essay in recount text form to communicate in daily life. The state senior high school 2 Kuok is a state school which is location in Kuok. At state senior high school 2 Kuok, especially for the tenth grade the genres of English text were taught. The students were taught about descriptive text. For the next, the students were taught about recount text. English at this school was taught for 2 meeting a week. Every meeting 2 x 45 minutes. So in weeks, the students learned English for 180 minutes. This school also adopted school Based Curriculum (KTSP) in teaching learning process and also in English subject.

Based on the writers' preliminary observation, the teacher at state senior high school 2 Kuok was very interesting as long as writer observed. The teacher provided some techniques, and also media to help students understand in English lesson, for writing. It was taught by using three past techniques.. Although the teacher have strategy of learning process in the class as three-past technique but it could not make the students interested in learning process.

The problems in writing English could not be avoided by students. Actually the problem could come from their environment or themselves. In general, the students said that finding the topic to be written was very difficult. It shows from their writing result. The topic of student wrote not usually focus and the supporting sentences were not appropriate with the topic that they wrote. That is why the students felt hard to write English because the students could not decide the topic to be written.

Other problems that faced by the students was did not understanding about the grammatical features. In writing short essays, at senior high school the students faced some genres of texts. One of the text genres was recount text. In recount text focus of grammar features was about past-tense. The students usually could not understand grammar because they did not focus when their teacher explain about formula of using the tenses.

Moreover some students could not use the appropriate vocabulary in writing. This was because the students were seldom to use in their daily activity. Furthermore, the teacher could not make the students more interested in learning process.

The problem that happened in that school was caused by the students most often learned more reading than writing. The writer asked the teacher and he said that the students' writing ability of the students still low. It can be seen from the students' score average of writing was only 62 and if the teacher asked the students in order to write a sentence, almost of the students difficult to write that the sentence because it is difference between English pronunciation and it is written. Sometimes the students fell bored because their teacher just asked them in order to write the English sentence in each meeting, by any way or media can make the students like and enjoy writing recount text.

Strategy of teaching is one of the aspects that will influence the achievement of teaching and learning. Using good strategy of teaching will help the students to comprehend the lesson. Hero Quest becomes their organizational strategy of choice once they have experienced success with it.

According to Anne (2009: 72), hero quest is a strategy that extends students' writing ability. The students identify a "hero" or favorite character. With colored markers they *draw* a graphic representation of their hero and apply pertinent characteristics and qualities. Hero quest is a powerful tool for mapping writing plan or outline quickly. Using in the language arts classroom, it is graphic orientation is especially helpful for visual students. Planning a response visually provides many students with a sense of security. By understanding the fact above, it is important to take this research entitled: "The Effect Of Using Hero Quest Strategy Toward The Students Writing Skill Of Recount Text At Tenth Grade Students Of State Senior High School 2 Kuok Kampar Regency".

## **Method**

The design of this research is quasi experimental research with The post test only design by involving two groups, the experimental and the control groups. In this research there are two variables used in this research. The first is hero quest strategy as independent variable (X) that will be give the effect toward students' writing skill scores as dependent variable (Y). It involves two groups, an experimental group and a control group. In this research the experimental group means the students will teach by using hero quest strategy in learning English language

especially in writing class, while the control group will teach without using hero quest strategy or conventional technique.

In this research, the researcher will conduct post-test at the end of the research to measure the students' writing skill after treatment. The tests will be given to the experimental and control groups. The type of this research can be designed as follows:

**Table The Research Design**

Group	Treatment	Post-test
A	X	Test
B	–	Test

The population of this research is the tenth grade students of senior high school 2 Kuok in 2016-2017 academic years. The classes were divided into two classes, that the classes namely: X.<sup>1</sup> by 19 students, X.<sup>2</sup> by 21 students.

**Table The total population of tenth grade students at state senior high school 2 Kuok Kampar regency 2016-2017**

o	Class	The number of students
	X.1	19
	X.2	21
	Total	40 students

The writer will use total sampling to take the sample of the research. The sample of this research is tenth grade students of state Senior High School 2 Kuok. It is class X<sup>1</sup>, the number of students in X<sup>1</sup> state of Senior High School 2 Kuok is 19 students.

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## Finding and Discussion

The purpose of this research was to obtain the data of students' writing ability taught by using Hero Quest Strategy and taught without using Hero Quest Strategy in recount text. The data were obtained from students' post-test scores of experimental and control classes.

Based on the technique of taking the sample, total sampling, it was found that class X.<sup>2</sup> as an experimental class and class X.<sup>1</sup> as control class. Then the writer gave treatments to experimental class for five meetings.

### A. The Data Presentation

The data of this research were gotten from the score of the students' post-test. All of the data were collected through the following procedures:

- a. In both classes (experimental class and control class), students were asked to write recount text based on topic chosen.
- b. The format of the test was simple short essay.

There were two data of writing ability served by the writer. They were the data of students' writing ability taught by using Hero Quest Strategy, they are as follows:

#### 1. The data presentation of students' writing ability taught by using hero quest strategy

The data of students' writing ability by using hero quest strategy were gotten from post test of X.<sup>2</sup> as an experimental class taken the sample of this class (21 students). The writer taught directly for 4 meetings in the experimental class. The data can be seen from the data below:

**Table Score of the Students' Writing Ability Taught  
By Using Hero Quest Strategy**

No.	Student Code	Final Score
1	Student 1	80
2	Student 2	78
3	Student 3	70

4	Student 4	76
5	Student 5	74
6	Student 6	74
7	Student 7	74
8	Student 8	74
9	Student 9	68
10	Student 10	66
11	Student 11	68
12	Student 12	68
13	Student 13	64
14	Student 14	72
15	Student 15	72
16	Student 16	72
17	Student 17	72
18	Student 18	72
19	Student 19	76
20	Student 20	76
21	Student 21	76
Total		1522
Mean		72.47

From the table 4.1 the writer found that the total score post - test in experimental class was 1522, the highest score was 80 and he lowest score was 64. The distribution frequency of the students' pre-test score of experimental class is as follow:

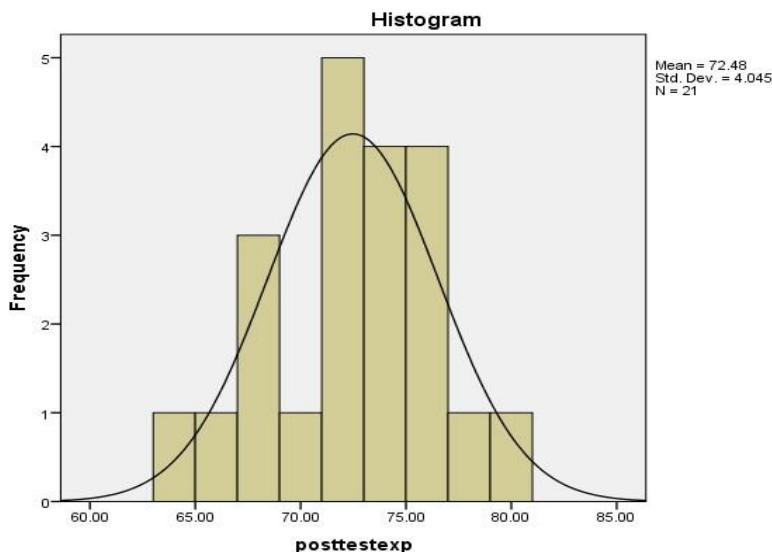


**Table The Distribution of Frequency of Post-test in Experimental Class Posttest**

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	4.8		4.8
	1	4.8		9.5
64	3	14.3	4.8	23.8
66	1	4.8	4.8	28.6
68	1	4.8	14.3	52.4
70	5	23.8	4.8	71.4
72	4	19.0	23.8	90.5
Valid			19.0	95.2
74	4	19.0	19.0	100.0
76	1	4.8	4.8	
78	1	4.8	4.8	
80	1	4.8	4.8	
Total	21	100.0	100.0	

Referring to the table above, it could be seen that the student who got score 64 (4.8%) were 1 student, the student who got score 66 (4.8%) were 1 student, the student who got score 68 (14.3%) were 3 students, the student who got score 70 (4.8%) was 1 student, the students who got score 72 (23.8%) were 5 students, the students who got score 74 (19.0%) were 4 students, the students who got score 76 (19.0%) were 4 students, the student who got score 78 (4.8%) was 1 student, the student who got score 80 (4.8%) was 1 student.

Based on table above, it can be seen that the total number of the students was 21 students. The highest score was 80 and the lowest score was 64. The highest frequency was 5 at the score 72. Therefore, the interpretation of students score categories can be seen through the following chart:



Based on the histogram 4.2, it can be concluded that the highest percentage of students' post-test score in control class was at score 80 from students.

**Table The Classification of Students' Score in Experimental Class**

Furthermore, the researcher used the classification of students' score as well to analyze the students' post-test score in experimental class described as follows:

**Table The Classification of Students' Score**

No.	Categories	Score
1.	Very Good	80-100
2.	Good	70-79
3.	Enough	60-69
4.	Less	50-59
5.	Bad	0-49

Based on the table above, the writer found that the total score post-test in experimental class was 1522. It can be concluded that the mean of posttest of experimental class was 72.47., it means that the students' ability in writing after being taught by using hero quest strategy was categorized into good level at score 72.47.

## 2. The Data Presentation of Students' Writing Ability Taught Without Using Hero Quest Strategy

The data of students' writing ability without using hero quest strategy were gotten from post test of X.<sup>1</sup> as control class taken the sample of this class (19 students). The writer taught directly for 4 meetings in the controll class. The data can be seen from the data below:

**Table Score of the Students' Writing Ability in control class**

No.	Student Code	Final Score
1	Student 1	52
2	Student 2	64
3	Student 3	48
4	Student 4	64
5	Student 5	40
6	Student 6	68
7	Student 7	48
8	Student 8	48
9	Student 9	52
10	Student 10	52
11	Student 11	52
12	Student 12	60
13	Student 13	56
14	Student 14	56
15	Student 15	60
16	Student 16	56
17	Student 17	48

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18	Student 18	60
19	Student 19	48
Total		1032
Mean		54.31

From the table 4.4 the writer found that the total score post - test in control class was 1032, the highest score was 68 and the lowest score was The distribution frequency of the students' post-test score of control class is as follow:

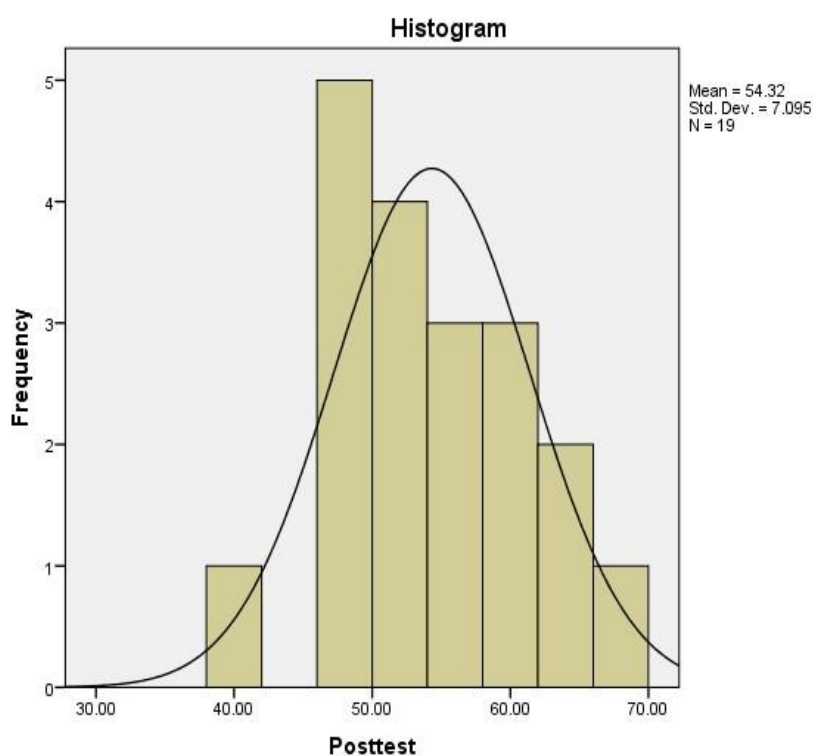
**Table The Distribution of Frequency of Post-test in Control Class Posttest**

	Fre quency	Perc ent	Valid Percent	Cumulative Percent
40.	1	5.3		5.3
00				31.6
48.	5	26.3	5.3	52.6
00			26.3	68.4
V			21.1	84.2
52.	3	15.8	15.8	94.7
00 a			15.8	100.0
56.	2	10.5	10.5	
00				
l	1	5.3	5.3	
60.				
00				
i				
64.				
00				
d				
68.				
00				
Tot		100.		
al	19	0	100.0	

Referring to the table above, it could be seen that the student who got score 40 (53%) were 1 student, the student who got score 48 (26.3%) were 5 student, the student who got score 52 (21.1%) were 4 students, the student who got score 56 (15.8%) was 3 student, the students

who got score 60 (15.8%) were 3 students, the students who got score 64 (10.5%) were 2 students, the students who got score 68 (5.3%) were 1 students

Based on table above, it can be seen that the total number of the students was 19 students. The highest score was 68 and the lowest score was 40. The highest frequency was 5 at the score 48. Therefore, the interpretation of students score categories can be seen through the following chart:



Based on the histogram 4., it can be concluded that the highest percentage of students' post-test score in control class was at score 68 from 19 students.

#### **Table The Classification of Students' Score in Control Class**

Furthermore, the researcher used the classification of students' score as well to analyze the students' post-test score in control class described as follows:

#### **Table The Classification of Students' Score**

o.	Categories	Score
.	Very Good	80-100
.	Good	70-79
.	Enough	60-69
.	Less	50-59
.	Bad	0-49

Based on the table above, the writer found that the total score post-test in control class was 1032. It can be concluded that the mean of post-test of control class was 54.31., it means that the students' ability in writing before being taught by using hero quest strategy was categorized into less level at score 54.31.

### **C. The Data Analysis**

The data analysis presented the result of how the students' writing ability taught by using hero quest strategy and how students' writing ability taught without using hero quest strategy is, then there is any significant effect of using hero quests strategy on students' writing ability in recount text at the tenth grade students of Senior High School 2 Kuok. To analyze the data, the writer used independent Sample T-test through SPSS 20 version program.

#### **1. The Data Analysis of Students' Writing Ability in Recount Text Taught and Without Taught by Using Hero Quest Strategy**

The writer applied hero quest strategy in experimental class as a treatment. To know the result of students' writing ability score, the writer conducted post-test. The statistical description of students' score of post-test in experiment class is described as follows:

**Table The Descriptive Statistics of Pre-test and Post-test in Experimental Class Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Posttestexp		64	87		4.04499
Posttestctrl	21	.00	0.00	2.4762	7.09501
	19	40	65		
Valid N (listwise)	19	.00	8.00	4.3158	

From the table above, it could be seen that the mean score of experimental class taught by using hero quest strategy was 72.47, and the standard deviation was 4.04,. Meanwhile, the mean score of control class taught without using hero quest strategy was 54.31, the standard deviation was 7.09.

**2. The Significant Difference of Students' Writing Ability in Recount Text between Taught by and taught without Using Hero Quest Strategy**

In order to know whether there is or no the significant difference of students' writing ability in recount text between taught by using hero quest strategy and taught without using hero quest strategy of the tenth grade at Senior High School 2 Kuok, the writer used Independent sample T-Test as the formula to analyze the data. In this research, the writer analyzed the data by using SPSS (Statistical Product and Service Solutions) 20.0 version program. Before analyzing the data, firstly the writer analyzed the normality of the test for both classes by using Kolmogorov Smirnov formula. The result was:



**Table One-Sample Kolmogorov-Smirnov Test**  
**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Sha piro-Wilk		
	S tatistic	D f	Si g.	St atistic	df	S ig.
Pos ttestexp	. 174	1 9	.1 33	.9 72		. 813
Pos ttestctrl	. 154	1 9	.2 00*	.9 56	19 19	. 497

\*. This is a lower bound of the true significance. a. Lilliefors Significance Correction

**Hypothesis:**

Ho: Data is normally distributed Ha: Data is abnormally distributed

**Testing criteria:**

if probability (sig) > 0.05, Ho is rejected if probability (sig) < 0.05, Ho is rejected

Based on the table above, it showed that the significant level in Kolmogorov-Smirnov test of post test data of experiment class was 0.133; it means that  $0.133 > 0.05$ , post test data of control class was 0.2; it means that  $0.2 > 0.05$ . In conclusion, the data were in normal distribution. Finally, it can be concluded that Ho was accepted and Ha was rejected. In other words, the data were normally distributed.

Furthermore, in order to know whether the objects researched had the same variance or not, the researcher previously described the homogeneity analysis as follows:

**Test of Homogeneity of Variances Posttestexp**

Levene Statistic	df1	df2	Sig.
2.166		2	.135

Based on the table IV.15, the probability (sig) was 0.135. It was higher than 0.05 ( $0.135 > 0.05$ ). It can be concluded that the data was homogenate.

After calculating the normality and homogeneity of the test, the data would be analyzed by using SPSS to find out Independent sample T-Test.

**Table Independent Sample T-test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	Sig.	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	t	Sig.	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.911	1012	.000	8.160	.804	10.141	.000	4.509	1.812
Equal variances not assumed		9.808	.000	7.967	.852	9.350	.000	4.367	1.954

According to the output SPSS above, it could be seen that score of t-test was 10.068, df = 38, mean difference was 18.160, and standard error difference was 1.804.

Based on the output SPSS above, it answered the hypothesis of the research that Ha is accepted because  $0.000 < 0.05$ . It means that Ho is rejected.

**.Effect Size of Using Hero Quest Strategy on Students' Ability in Writing recount text at State senior High School 2 Kuok Kampar Regency.**

Based on the difference post-test from the experimental class, the researcher found out the effect size as follows:

$$\begin{aligned} \text{Eta Squared} &= \frac{t^2}{t^2 (n_1 + n_2) - 2} \\ \text{Eta Squared} &= \frac{(10.068^2)}{10.068^2 \cdot (21+21)-2} \\ \text{Eta Squared} &= \frac{101.36462}{101.36462(40)} \\ \text{Eta Squared} &= \frac{101.36462}{4054.5848} \\ \text{Eta Squared} &= 0.025 \\ \text{Eta Squared} &= 0.02 \end{aligned}$$

According to Pallant (2010:210), the guidelines for interpreting this value are 0.01= small effect, 0.06= medium effect, 0.14= large effect. The effect size for the difference above was 0.02, therefore the researcher can conclude that there was a small effect obtained from students' ability in writing recount text scores taught and without using Hero Quest Strategy.

Based on the data analysis about the students' writing ability, it showed that mean of the students' writing ability text taught by using hero quest strategy was higher than mean of the students' writing ability text taught without using hero quest strategy. In conclusion, there is any significant effect on on student's writing ability on recount text taught by using Hero Quest Strategy at the tenth grade of State Senior High School 2 Kuok.

## Discussion

Based on the research finding above, the writer found that the total score post- test in experimental class was 1522, the total number of the students was 21 students. The highest score was 80 and the lowest score was 64. The highest frequency was 5 at the score 72. The mean of post-test of experimental class was 72.47., it means that the students' ability after being taught by hero quest strategy was categorized into good level.

Meanwhile, the total score post - test in control class was 1032, the total number of the students was 19 students. The highest score was 68 and the lowest score was 48. The highest frequency was 5 at the score 48. The mean of post-test of control class was 54.31., it means that the students' ability before being taught by hero quest strategy was categorized into less level.

There is significant different of students' writing ability in recount text between taught by using hero quest strategy and taught without using hero quest strategy of the tenth grade at Senior High School 2 kuok, the writer used Independent sample T-Test as the formula to analyze the data. Before analyzing the data, firstly the writer analyzed the normality of the test for both classes by using Kolmogorov Smirnov formula. Then, the researcher analyzed the homogeneity of the test in order to know whether the objects researched had same variance or not. Then, the writer used Eta squared formula to analyzed the effect size of using hero quest strategy on students' ability in writing recount text at State Senior High School 2 Kuok. The researcher found out there is significant effect on students' writing ability on recount text taught by using hero quest strategy at the tenth grade of Senior High School 2 Kuok.

Hero quest is the game that relative simple. students learn to construct an organized outline that guides their subsequent essay writing and students develop expository writing skills across disciplines. This version of the game focuses an outlining and writing an essay in response to a literary work, a typical language arts objective nationwide. However, it can easily be adapted to any other topic or content area.

According to Richard Nordiques, an outline is a plan for or a summary of a writing project or speech. An outline is usually in the form of a list divided into headings and subheadings that distinguish main points. Most word processors contain an outlining feature that

allows writers to format outlines automatically. By outlining, students feel interest in writing and students can be successful in writing skill.

## CONCLUSION

Based on the data analysis explained at the chapter IV, finally, the research about the effect of using Hero Quest strategy on students' writing ability at senior High School 2 Kuok comes to conclusion as follows:

The result of the data analysis of independent sample t-test showed the hypothesis of the research that  $H_a$  is accepted because  $0.000 < 0.05$ . It means that  $H_o$  is rejected. It was obtained that there was a small effect size (0.025). It was concluded that  $H_o$  is rejected and  $H_a$  is accepted. In other words, there is a significant effect of using hero quest strategy on students' writing skills of recount text of the tenth grade at State Senior High School 2 Kuok.

## SUGGESTION

Considering the effect of using Hero Quest strategy on students writing ability in recount text, the writer would like to give some suggestion as follows:

### 1. Suggestion for Teacher

- a. It is recommended to teacher to use in Hero Quest strategy teaching and learning process.
- b. The teacher should be creative to improve the students' comprehension in recount text by giving some assignments or homeworks.

### 2. Suggestion for students

- a. The students should be creative to select the kinds of writing materials in order to comprehend more the text and in order to diminish boredom in learning English especially in writing subject.
- b. The students should pay more attention to the lesson that has been explained by the teacher.
- c. The students should know the content of the text if she/ he write some texts.

Finally, the writer considers that this research still needs validation from the next researcher who has the same topic as this research.

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