

Improving descriptive writing skill through problem-based learning method of the students in class X MIA 3 at SMA Negeri 1 Nunukan

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ABSTRACT

Writing is one of the four basic skills in English lesson. Among the four language skills taught in schools, writing is the most difficult skill to learn. In this study, the reseacher used Problem Based Learning as a method to improve writing the students' descriptive text ability. This study is a Classroom Action Research (PTK) that aims to find out how the use of Liveworksheet media uses the PBL method to improve the ability to write descriptive English text in students of class X MIA 3 SMA Negeri 1 Nunukan. The study was conducted in two cycles and the data of the research consisted of four main activities, were obtained from planning, acting, observing, and reflecting.

In cycle 1, the researcher asked the students to make a descriptive text about the tourism or historical place in Nunukan, the result of this study was 6,7% or the average score was 55,2, the score was still low from the completeness criteria was 70 from 15 students. The researcher planned to next cycle. The researcher conducted cycle 2 and give a post test, in addition the students made a descriptive text again about tourism and historical place in Nunukan and carried out to solve the problem in cycle 1, the researcher using Liveworksheet as a media. Finally, the result of in this case was 93% or the average sore was 82,73. It meant that problem based learning method improved descriptive text writing skill was successful in X MIA 3 students at SMA Negeri 1 Nunukan during Covid-19 Pandemic.

Based on the results of the study concluded that using the Problem Based Learning (PBL) learning model can improve the skill to write descriptive text in English. The use of the Problem Based Learning (PBL) model has been shown to improve writing skill in descriptive text in English students of class X MIA 3 SMA Negeri 1 Nunukan School year 2020/2021. Student's skill to write descriptive text before and after learning using the PBL (Problem Based Learning) model has increased.

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1. Introduction

In this pandemic era, students are bored to learn especially in some subjects. The researcher as the English teacher try to use problem based learning method and combine with some media because the students learn from home or online learning. So, because of that the researcher try to make the students not bored when they learned English.

English is a very important tool for Indonesian students, because English is an international language and the most widely used language in the world. According to McArthur in Kaswan (2010:8) Language is “a human system of communication which uses structured vocal sounds and can be embodied in other media such as writing, print and physical signs”. Through language, we can communicate, send or get a lot of information, either in oral and written. In language teaching, there are four integrated language skills, namely: Listening, speaking, reading, and writing.

There are some kinds of writing that are learned by the students in senior high school, such as a narrative, descriptive, recount, report and procedure texts. Descriptive text is a text that describes a particular person, place, or thing. Based on the observation, the students' writing descriptive text ability at the tenth grade students or X MIA 3 of SMA Negeri 1 Nunukan were still low. The students assumed that descriptive text was very difficult, the students were passive and felt bored in descriptive learning process, they were lack in vocabulary, spelling and grammar, that the students had difficulty to express their ideas.

Based on the statement above, in this pandemic era, the researcher try to use problem based learning method to teach descriptive text because of Covid-19 Pandemic. But, the students not active , so the researcher try to combine the teaching learning process using Liveworksheet as a media to make the students more active and explain more detail about descriptive text.

In addition, the reseacher tried to give a solution for the teacher to implement one of teaching technique. There is a technique of teaching learning, which it is interesting, and it can improve student's writing descriptive text ability, namely problem based learning as a technique in teaching descriptive, because problem based learning is one of the technique that can use in teaching and learning process, it can make the students more active and creatively to learn descriptive text.

According to Ghulam Dastgeer, Dr. Muhammad Tanveer Afzal (2015, 1315-1319) states that PBL method more effective pedagogy method than conventional method for improving English Writing Skill.

So, based on the description above, this is what prompted researchers to conduct a study entitled "Improving Descriptive Writing Skill Through Problem Based Learning model using Liveworksheet in Class X MIA 3 SMA Negeri 1 Nunukan".

Problem of the Study

Concerning of the background of the study, the researcher formulated the problems of the study were as follows:

1. Do problem based learning improve writing skill of descriptive text of the X MIA 3 students at SMA Negeri 1 Nunukan?
2. How Problem based learning improve writing skill of descriptive text of the X MIA 3 students at SMA Negeri 1 Nunukan?

Purpose of the Study

Based on the problems above, the purposes of the study were formulated as follows:

1. To know whether problem based learning improve writing skill of descriptive text of the X MIA 3 students at SMA Negeri 1 Nunukan.
2. To know the process of problem based learning improve writing skill of descriptive text of the X MIA 3 students at SMA Negeri 1 Nunukan.

2. Method

According to Suharsimi, Arikunto (2012: 137) research method is the way used by researchers in collecting research data. The method used in this study is Class Action Research (PTK). Suharsimi, Arikunto also explained, Classroom Action Research (PTK) in English is called classroom action research.

Research setting

This research was conducted at SMA Negeri 1 Nunukan. The implementation of this research is as follows:

No.	Activities	Day	Date	Description
1.	Apply for permission	Monday	May, 17 2021	Apply for a personal permit because the researcher is the teacher on the spot research
2.	Coordinating with the Observer	Monday	May, 17 2021	Communicate to colleagues to become an observer in this class action research
3.	Make a schedule, and set material	Monday	May, 24 2021	Adjust schedules and materials for research
4.	Pre-cycle	Monday	May, 31 2021	2 x 45' or 90 minutes
5.	Cycle 1	Thursday	June, 3 2021	2 x 45' or 90 minutes
6.	Cycle 2	Monday	June, 14 2021	2 x 45' or 90 minutes

Research Subject

The subjects in the study were students of class X MIA 3 of State High School 1 Nunukan, which amounted to 15 students. The subjects targeted by the study are English subjects.

Data Collection Technique

Data collection in this study was conducted through writing test (pre-test and post test writing) that scoring the students' worksheet the writer used English as a Second Language Profile by Jacob et.al in Djiwandono (1996:130-131) in Andi Jumiati (2008:16-20) that included 5 aspects, namely: content, organization, vocabulary, language use, and mechanics and also observations.

Data Analysis Technique

1. Analysis of learning achievement tests

The writing skill of students of class X MIA 3 Negeri 1 Nunukan is seen based on the acquisition of average scores from student learning test results and completions that have been adjusted to KKM which is 70.

2. Observation sheet analysis

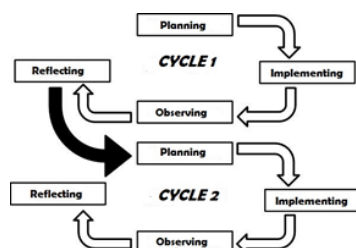
Observation is done by observing the activities and behavior of students directly. Before observation, researchers and observers discuss observation guidelines so that observation activities can be carried out objectively and obtain data that is by the expected. Observations are made from the beginning of learning activities until the teacher closes the lesson.

Indicators of success

The success rate in this class-action study was characterized by a change toward improvement. The classic completion of the study was 93% for all aspects of the assessment.

Research procedure

Arikunto et al (2017) stated that the design or procedure in carrying out classroom action research in general there are four stages that start from planning, implementation, observation / observation, and reflection.



3. Findings and Discussion

Finding on the ability of writing descriptive is used to answer the question that is read as: “How is the problem based learning method improve descriptive text writing skill of the X MIA 3 students at SMA Negeri 1 Nunukan?”. The result of the writing descriptive text ability was scored by using ESL Profile that included 5 aspects, namely: content, organization, vocabulary, language use, and mechanics. The cycle one was conducted on Tuesday, June 3th 2021. Each cycle consisted of four steps, they were planning, acting, observing, reflecting. The steps were as follows:

Planning

The researcher made a lesson plan in the first cycle. The researcher taught writing through inquiry learning. The lesson was about descriptive text.

Acting

In the acting phase, the researcher did action by teaching to the X MIA 3 students of SMA Negeri 1 Nunukan through problem based learning. To make easy in observing and monitoring all of the activities during the action. In this time, the researcher tried to focus the students’ attention on the goal of learning process in problem based learning. The step of teaching learning process as follows:

Step of Study	Researcher’s activities
Phase I (cycle I)	<ul style="list-style-type: none"> • The reseacher opened the lesson by greeting. • The reseacher fill the attendance list of students. - The reseacher give a pre test (showing pictures of tourism and historical place in Nunukan. - Students asked to write about the picture given. - The reseacher collect the result. • Organizing students into problems (first syntax of problem based learning). - Students observe Pink Beach picture that showing by teacher.
PhaseII (cycle I)	<ul style="list-style-type: none"> • Organizing students to learn (second syntax). - Students are independently asked to write down 5W 1H questions related with the Pink Beach picture.
Phase III (cycle I)	<ul style="list-style-type: none"> • Assisting independent and group investigations (third syntax). - The teacher observes the students and guides to write down questions related to the text. - Students discuss what questions can be written about the text given.
Phase IV (cycle I)	<ul style="list-style-type: none"> • Developing and presenting works and exhibitions (four syntax). - Students read the result of their discussion. - Other students may give response and feedback. - The reseacher explain more detail about descriptive text.
Phase V (cycle I)	<ul style="list-style-type: none"> • Analyze and evaluate the problem-solving process. (fifth syntax). - The reseacher provided a blank text about Pink Beach using Liveworksheet link. - Students independently work on the text given by the reseacher. - The reseacher give some feedback to the students.

Observing

The researcher carried out the observation. The researcher observed the teaching learning process by monitoring the students’ activity in this cycle. The researcher could see that the most of meeting was not running well. The students still looked confused in make descriptive text through problem based learning, especially, when they might arranged the words to be a right text. The students still felt difficult to make descriptive text and pay less attention to the lesson.

The researcher also made the field note, the results of field note were as follows:

ID ↑	Nama	Respons
1	Ezra Ferdy	My difficulty in gathering accurate information about what I am describing
2	Sarlina20 Sarlina	I think nothing is very difficult to understand.
3	Lutfia Nurshatita	Do not really understand the lesson well and have difficulty understanding the language
4	Yusua Yusua	it is difficult to determine punctuation and capital letters
5	Gunawan20mia Gunawan	difficulty choosing the right word so that it becomes a good sentence

Reflecting

Before the researcher do a problem based learning method, there is a pre test in cycle 1 to measure how writing skill in class X MIA 3. The researcher found the result of the students' skill. The result of the test was 6,7% or average score was 55,2. In this case, the research was unsuccessful, because the students' average score was still low from the completeness criteria (70).

The unsuccessful of this research indicated that students have difficulty in writing descriptive text, in this case, there were 13 students still got difficulty in content, there were 13 students still got difficulty in organization, there were 13 still got difficulty in vocabulary, there were 13 students still got difficulty in language use, and there were 6 students still got difficulty in mechanics. Especially, when they might arrange the words to be the right sentence.

The researcher concluded that it was very important for her to do the next cycle. And it was very important for students to exercise and practice frequently in writing ability, but the researcher did different treatment to the X MIA 3 students of SMA Negeri 1 Nunukan. The researcher did this way, because the researcher wanted that research success and wanted to make the students were motivated, interested, enjoyable and fun in writing ability. Especially, on descriptive text.

1. Classification of Scoring Aspects of Student Description Before Using Problem Based Learning Model (PBL)

Table 1. Pre-test in cycle 1 Scoring Student's

No.	Name	Score	Description	Features				
				Content	Organization	Vocabulary	Language Use	Mechanic
1.	Amanda Eklesia Chantika	82	Pass	24	18	18	17	5
2.	Camelia Risdha Nadhiro	55	Failed	13	11	13	14	4
3.	Conney Undag	56	Failed	15	13	13	14	3
4.	Dimaz Sebastian Doni	47	Failed	13	12	10	9	3
5.	Galuh Najwa Pramudya R	58	Failed	15	13	13	15	2
6.	Gunawan	49	Failed	15	12	9	10	3
7.	Herma Auraliya Putri	38	Failed	13	7	7	9	2
8.	Indah Khairunnisa	57	Failed	14	12	15	13	3
9.	Jesnita Eviyana	55	Failed	17	13	11	12	2
10.	Karen Prisilia Oping	55	Failed	15	11	11	16	2
11.	Lutfia Nurshatita	46	Failed	12	9	12	10	3
12.	Mawar Angelin Ratu Agan	35	Failed	14	7	7	5	2
13.	Sarlina	60	Failed	20	12	13	12	3
14.	Wahid Rozaq Raharjo	80	Pass	23	17	18	18	4
15.	Wiwi	55	Failed	15	13	13	12	2
	Total Score	828						
	Average	55,2						

Based on the table 4.1 above, scoring pre-test description can be stated that out of 15 students, only 2 students whose grades are above KKM.

The cycle two was conducted on Monday, June 14th 2021. Each cycle consisted of four steps, they were planning, acting, observing, reflecting. The steps were as follows

Planning

After finding the fact that the students' descriptive text ability was low in cycle 1, which was proven by their writing score, the researcher planned the strategies of the research by designing the lesson and selecting the appropriate media. The second cycle was carried out to solve the problems in cycle 1.

Acting

In the acting phase, the researcher conducted the teaching learning process in the second cycle to get better results to improve students' descriptive text ability through problem based learning and asking their difficulties to write the descriptive text. The researcher also focuses to the content, organization, vocabulary, language use, and mechanics that were still difficult understood by the students. The steps of learning as follows:

Firstly, the researcher made a greeting and brainstorming using Liveworksheet. In this case, the researcher give some question about the descriptive text. Then the students more happy to continue the learning process.

The researcher try to motivate and explain more detail about how to arrange or make a good writing ability in descriptive text. The researcher asked each other using Microsoft TEAMS with the students about what had been understood by the students and the researcher gave explanation how to make descriptive text that would be studied by the students.

Step of Study	Reseacher's activities
Phase I (cycle II)	<ul style="list-style-type: none"> • The reseacher opened the lesson by greeting. • The reseacher fill the attendance list of students. • Warm up • Organizing students into problems (first syntax of problem based learning). • Teacher shows one text video descriptive about tourism place through youtube link: https://youtu.be/VDz12j9ar2g <p>and the students observe the video then write the notes as follows:</p> <ol style="list-style-type: none"> 1. What is the interesting point from the video given? 2. How many places in Kintamani are mentioned in the video? 3. Write the distinctive features of the place? <ul style="list-style-type: none"> • The students convey the answers orally one by one.
PhaseII (cycle II)	<ul style="list-style-type: none"> • Organizing students to learn (second syntax). • Students are required to carry out the text drafting stage of descriptive tourism and historical place with due regard to: <ol style="list-style-type: none"> 1. Text structure 2. Linguistic feature
Phase III (cycle II)	<ul style="list-style-type: none"> • Assisting independent and group investigations (third syntax). - The reseacher re-displays some historical and tourism place in Nunukan. - Students composed a descriptive text based on the picture given. Students may choose only one picture.
Phase IV (cycle II)	<ul style="list-style-type: none"> • Developing and presenting works and exhibitions (four

Phase V (cycle II)	<p>syntax).</p> <ul style="list-style-type: none"> - Students are independently compose a descriptive text (Post test). • Analyze and evaluate the problem-solving process. (fifth syntax). - The researcher collect results of writings from the students. - The researcher end the class and give motivation to students.
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Observing

As it was explained on the previous section, observation was done to get the data from the students' progress during their activities when teaching process occurred. It was expected that the results at the second cycle would be better than which had been achieved at the first cycle.

The students' responses at the cycle 2 were good. They were enthusiastic to follow the teaching learning process. The students looked interested, more confident, active and could be cooperative well each other.

The researcher also made the field note. The results of field notes were as follows:

ID ↑	Nama	Respons
1	Ezra Ferdy	I got the science on how to make that description text right
2	Sarlina20 Sarlina	I know how to make descriptive text and know the purpose of descriptive text.
3	Lutfia Nurshatita	We can tell about something in more detail through descriptive text
4	Yusua Yusua	I became aware of what a description text is and how to make a description text
5	Gunawan20mia Gunawan	Can tell about the situation / tell about something in more detail.

Reflecting

Based on the result of the observation, the researcher evaluated the students' writing skill as well as the action procedures of teaching learning online process that she carried out. At the second cycle, the class' atmosphere was better then class' atmosphere of the first one. They were enthusiastic, interested, enjoyed, full of concentration and they got to be easy to understand, and to make descriptive text.

After doing the lesson plan in cycle 2, the researcher conducted post test. The researcher asked the students did the test, the test dealt eith constructing descriptive text based on the topic given. Moreover, it was provided by an example of how to able to write descriptive text. The result was that the students' enthusiasm and energetic in doing it. This way used to know the improvement of students' writing ability after treatment at the cycle 2. After that the researcher looked the post-test score at the cycle 2 (82,73) was better than the post-test score at the cycle 1 (55,2) out at 15 students, 15 students got score more 70 at the second cycle .

Based on the result of post-test, the researcher came to conclusion that by using problem based learning method could be improve the students' writing descriptive text ability. Most of students get score more than the minimal completeness criteria (70).

2. Classification of Scoring Aspects of Student Description After Using Problem Based Learning Model (PBL)

Table 2. Post-test Scoring Student's

No.	Name	Score	Description	Features				
				Content	Organization	Vocabulary	Language Use	Mechanic
1.	Amanda Eklesia Chantika	87	Pass	26	18	18	22	3
2.	Camelia Risdha Nadhiro	83	Pass	25	18	18	17	5
3.	Conney Undag	80	Pass	24	18	17	18	3
4.	Dimaz Sebastian Doni	80	Pass	26	16	16	18	4
5.	Galuh Najwa Pramudya R	83	Pass	24	19	18	18	4
6.	Gunawan	89	Pass	27	18	18	22	4
7.	Herma Auraliya Putri	80	Pass	22	19	18	18	3
8.	Indah Khairunnisa	88	Pass	25	18	19	22	4
9.	Jesnita Eviyana	79	Pass	23	17	18	18	3
10.	Karen Prisilia Uping	78	Pass	22	18	17	18	3
11.	Lutfia Nurshatita	84	Pass	25	19	18	18	4
12.	Mawar Angelin Ratu Agan	82	Pass	23	18	17	21	3
13.	Sarlina	88	Pass	26	19	19	20	4
14.	Wahid Rozaq Raharjo	80	Pass	25	15	15	20	5
15.	Wiwi	80	Pass	24	16	16	20	4
	Total Score	1241						
	Average	82,73						

In learning to write a descriptive text using the Problem Based Learning (PBL) learning model, 15 students obtained an overview that no student can get a score of 100 as the maximum or highest grade. The highest score is 89 achieved by a student and the lowest score is 78 achieved by a student.

Based on the results on the aspect of the assessment that has been spelled out previously, It can be known that the problem based learning (PBL) model is more influential. This is evident from the results found where students at the cycle 1 only 2 students graduated while at the post-test stage all students were declared to pass with the highest score of 89 and the lowest score of 78. PBL (Problem Based Learning) learning model uses various stages / syntax to learn to write descriptive text and students are given time to ask questions. Furthermore, the teacher assigns the task of writing descriptive text assisted with liveworksheet media.

In pre-test activities in cycle 1, writing descriptive text before using the problem based learning (PBL) model, students are not able to write well and skillfully. That's because the teacher only gives a lot of explanations and asks students to record material on the board so that students feel bored and not excited about taking lessons. In post-test activities, namely learning to write descriptive texts after using the problem based learning (PBL) learning model assisted by liveworksheet media there is a learning atmosphere that changes significantly where there is a pleasant learning atmosphere for students. During this time students have difficulty in writing. The difficulty experienced by students is the ability to express initial ideas in composing story.

Based on these results, the problem based learning (PBL) model assisted by liveworksheet media is influentially used in learning to write descriptive texts of students of class X MIA 3. This is in line with what Yatim Riyanto stated, the problem based learning model focuses on learners by directing learners to become independent learners and actively involved directly. In learning this model can help learners in finding problem solving.

Discussion

There were the problems faced by the X MIA 3 students of SMA Negeri 1 Nunukan. First, the students were still confused about descriptive text. They were confused what is descriptive text and how to make it; what is the interesting way to study descriptive text and the condition in pandemic isn't good an not running well like usual in a real class. Second, the students were not interesting in studying descriptive text by using traditional method, for example, only used text book or read the

book. Of course, the students' descriptive text ability was low. The average score of cycle 1 was still low from the completeness criterion. Therefore, the researcher continued this research in cycle 2.

After the problem was analyzed. It was determined through problem based learning to overcome the problems. The researcher used Liveworksheet as a media also through problem based learning to improve the students' descriptive text ability. Then the classroom action research was held. The researcher had done two cycles. The problems found in the first cycle had been solved in cycle 2. The researcher made a lesson plan in cycle 1 and the materials were historical and tourism place. The researcher reflected that the first post-test 1 was (55,2). The researcher wanted to do the test again because the completeness criterion was still low, it was under 70 from 15 students.

After knowing that students' scores was were under the completeness criterion, the researcher planned a lesson plan in cycle 2 by using the same technique, namely problem based learning. The researcher asked the students made 6 groups and each group consisted of 6-7 persons. After that, the researcher conducted the second post-test dealing with the materials of historical and tourism place. The reseracher got that the students' experienced improvement on the test. It was shown that out of 15 students got more 70 (82.73).

The students admitted that they loved this technique. They did not feel bored, and more enthusiastic to follow the teaching learning process. They were also motivated in writing descriptive text during the Covid-19 pandemic.

Considering the explanation above, the researcher concluded that the research was successful and problem based learning can improve the students writing descriptive text ability during the Covid-19 pandemic. The improvement of students' writing ability can be seen in the improvement of students' score

4. Conclusion and Suggestion

Conclusion

The result of the study shows that through problem based learning could improve students' writing descriptive text skill during the Covid-19 pandemic. The improvement of students' writing descriptive text skill could be seen the improvement of the students' scores. The results of the post-test in cycle 1 showed the improvement. The average of the first post-test score was 55,2. The average of the second post test score was 82,73 out of 15 students, it was 15 students that reached minimal completeness criteria. Thus, it can be said that improving a descriptive text ability through problem based learning was succesful. In other words teaching descriptive text through problem based learning could help the teacher to improve the students' writing descriptive text skill or support the students to improve their descriptive text, because they could achieve KKM through problem based learning in class X MIA 3 SMA Negeri 1 Nunukan.

Suggestion

Based on previous findings and conclusions, the implication in this study is that the selection of a learning model in the learning process is very important. To apply a learning model, you need to look at the condition of students first. One of the learnings that can be used to improve students' mathematical problem-solving skills is the Problem Based Learning model. In the learning process using the Problem Based Learning model in addition to covering a variety of social goals, improving student achievement or other academic tasks. In addition, researchers see that the Problem Based Learning model by emphasizing students' problem-solving skills is still quite difficult to teachers and students, because it is still considered difficult to apply. It should be for a teacher to be able to bring innovative learning so that math learning no longer leaves a boring and difficult impression on students. From the Problem Based Learning model, students become more active and understand more deeply the material that teaches.

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