

THE RELATIONSHIP BETWEEN LEARNING OUTCOMES ENGLISH FOR YOUNG LEARNERS (EYL) TO ENGLISH MICROTEACHING COURSE IN UNIVERSITAS MUHAMMADIYAH SIDOARJO

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ABSTRACT

The objective of this study was to find out the significant difference between writing skill of students taught with Note-Taking Pairs and who are not at the eighth grades of MTs. Negeri 1 Jepara in the academic year 2018/2019. This study was true experimental design exactly Pretest-Posttest control group Design that involving two groups of classes. One group treated as the experimental class and other group treated as controlled class. In the experimental class, the writer applied Note-Taking Pairs and in controlled class, the writer applied conventional teaching strategy. The population of this study was the eighth grades students of MTs. Negeri 1 Jepara which consisted of 377 students. The samples of the study consisted of 72 students which were taken by using simple random sampling, VIII E consisted of 36 students as experimental class and VIII F consisted of 36 students as controlled class. There were two variables in this study: Note-Taking Pairs as the independent variable and students' writing skill as the dependent variable. The instrument of this study was writing recount text test. The result of the research indicated that there was a significant difference between students' post-test in both experimental and control classes. In experimental class, the total mean score of the post-test was 83.78 and the total mean score in control class was 63.28. It can be seen from that result that the score in experimental class was higher than that of control class. From the t-test, the writer found that the value of the t-test in the post test was greater than the t-table ($9.511 > 2.000$). Based on the findings and the discussion of the study, the writer draw a conclusion that the use of Note-Taking Pairs is effective to develop students' writing skill at the eighth grades of MTs. Negeri 1 Jepara.

Keywords: *Writing Recount Text, Collaborative Learning Technique, Note-Taking Pairs*

INTRODUCTION

Besides listening, speaking and reading, writing is considered as one of the four skills that students should master in learning English. Writing skill is a specific ability which helps writers to put their

thought into words in a meaningful form and express their feelings through a sentence. Moreover, writing is a process of organizing and formulating ideas into right order to convey the aim and present it on a piece of paper. In addition, writing is considered as

an important activity for students to express their ideas, thoughts, feelings, and judgments about everything they have read, seen or experienced.

Writing is considered to be one of the most important means of communication through which humans can express their thoughts and discover the thoughts of others. It is considered to be the pride of the human mind, as it is the greatest production of human thinking. Through writing, culture has been recorded and transferred from a generation to another. In addition, through writing, the human being could record the developments around it, how it shapes our lives, and how it influences the society overall (Alkaaf & Al-bulushi, 2017: 119).

Hyland (2002) states that writing is essentially a problem-solving activity that involves a cognitive process, process approach, and a socially oriented proposal, genre approach. Salem (2009) and Tangpermpoon (2008) both observe that writing is a non-linear process since it allows writers to reformulate their ideas as they strive to build meaning. They agree that writing is a cycle of activities that moves learners from the generation of ideas, through revising drafts, and ultimately to the production of a final text that combines both editing and cognitive stages. On the other hand, they also state that writing is mainly a social activity since it is focused on the way writers and texts interact with readers, an aspect that has been associated with genre approach (Rincón, n.d., 2009: 100).

In teaching writing skill, teacher should apply some methods that make students feel interesting, fun, and enjoy to learn. Because sometimes students feel bored in writing class. They thought that writing is one of difficult skill that they have to learn.

Based on the interview and observation from the teacher, that most of

the students in VIII class had lack of writing ability. They did not feel confidence and less of practice so they could not improve their writing skill, and had an impact in their score of writing evaluation.

Furthermore, the teacher did not use various methods in teaching English. It seemed that the teacher was too often explaining the materials taught through the same method. The lesson became teacher-centred that the students were far from being excited in following the teaching and learning process. Their involvement during the class was also limited. It made them looked so bored to follow the lesson. Besides, the students were also asked to work individually when they came to an activity. There was no active involvement that encouraged them to finish the task given by the teacher.

Therefore teacher should stimulate and engage them by applying some methods during the learning process. There are so many teaching methods and strategies that teachers can apply during the learning process. One of the method that teachers can apply in teaching writing for students is Note-Taking Pairs. Note-Taking Pairs is a technique where student partners work together to improve their individual notes. Working with a peer provides students with an opportunity to revisit and cross-check notes with another source. Partners help each other acquire missing information and correct inaccuracies so that their combined effort is superior to their individual notes (Barkley, Elizabeth F, et all., 2006: 135).

A research conducted by Wijayatiningsih and Mutmainnah (2014) shows that using Note-Taking Pairs make students get improvement in the students' achievement. Note taking pairs strategy could help students to create ideas well. The researcher conducted the research used quasi

experimental research. (Wijayatiningsih & Mutmainah, 2014: 12). Based on the research by Saraswati shows that Note-Taking Pairs technique was improve the students writing ability of recount text. The researcher conducted the research used classroom action research (Saraswati, 2017: 60). According to the research conducted by Marlina shows that Note Taking Pairs was more effective than Direct Instructional Method for teaching reading. The researcher conducted the research used case study (Marlina, 2014: 311). Moreover the research conducted by Anita there was also research a Note-Taking Pairs technique but was focused on reading competence shows that the students who were taught using Note-Taking Pairs technique have better reading competence. The researcher conducted the research used true experimental research.

From the description above, explained that in this study there was differences from previous studies. The writer believes that using experimental research as a research methodology and using Note-Taking Pairs technique could help students improved their writing skill in recount text. It let the students to express their idea to make good notes in writing. Based on the background, the writer wrote a research proposal entitled: "The Use Of Note-Taking Pairs In Developing Students' Writing Skill Of Recount Text".

Related Theories

Writing

Writing is known as one of the most important academic skills for students. Raimes (1983) indicated that when we learn a second language, we learn to communicate with other people to understand them, talk to them, read what they have written and write to them. "An integral part of participating fully in a new cultural setting is learning how

to communicate when the other person is not right in front of us, listening to our words and looking at our gestures and facial expression.

As for the skill of writing, Banat (2007) pointed out that this skill is invaluable for helping students communicate and understand how the parts of language go together, adding that writing is one of the four major language skills that need to be mastered by language learners.

According to Zamel (1983), writing is a process through which students can explore and discover their thoughts constructing meaning and assessing it at the same time. Attention is paid first to the content and meaning and then to the form (Alodwa & Ibnian, 2014: 148). Writing is a process of transferring and expressing our ideas or thought in words.

Recount Text

Recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. The purpose is to entertain or inform about the past activity to the reader or listener. Recount text can be factual information, such as a news story or procedural information, such as telling someone how you built something or personal information, such as family holiday or your opinion on a subject. According to Anderson, recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of the text is to tell audience about what happened in the past and when it happened (Saraswati et al., 2017: 14). Moreover, Knapp (2005) Recount Text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or

to entertain people. Recount Text is text function as for telling an incident in the past.

Note-Taking Pairs (NTP) Technique

According to Barkley in Note-Taking Pairs, student partners work together to improve their individual notes. Working with a peer provides students with an opportunity to revisit and cross-check notes with another source. Partner help each other acquire missing information and correct inaccuracies so that their combined effort is superior to their individual notes (Barkley, Elizabeth F, et al., 2006: 135).

The Procedure of Note-Taking Pairs (NTP)

According to Davis in teaching learning process consider providing students with guidance about to take good notes in a mini-lecture, a handout, or by providing examples of effective notes. Also, present material in class in ways that encourage students to take detailed notes. For example, speak slowly; provide handouts of complicated graphs and figures so that students can keep up; and use the whiteboard or overhead projector to show overall structure by using titles and headings (Barkley, Elizabeth F, et al., 2006: 135). There are some procedures of Note-Taking Pairs Technique as the follows:

1. Students individually take notes of the major points from a body of content, such as a lecture or a text chapter.
2. Students from pairs, at teacher direction or by choosing partners.
3. Partner A begins by summarizing the main points from a section of the content to partner B, who offers corrections and additional information.
4. Partner B summarizes the next section, and partner A offers corrections and additional information.

The partners continue to alternate sharing summaries, corrections, and additional information until they have completed checking their notes (Barkley, Elizabeth F, et al., 2006: 136)..

RESEARCH METHOD

Research design

This study conducted by using quantitatively through true experimental research with pretest posttest control group design. There were two groups that got different treatment. First group was experimental group and the second group was control group. This study focused on giving treatment to the experimental group by using Note-Taking Pairs (NTP) in teaching students' writing skill, and then in this study observed and analyzed the result through the test. The design of this study is presented by the following design:

R	O ₁	X	O ₂
R	O ₃		O ₄

R = Class

O₁ = pre-test of experimental class

O₂ = post-test of experimental class

O₃ = pre-test of control class

O₄ = post-test of control class

X = treatment

(Sugiyono, 2016: 112)

Population and Sample

The population of this study was the eighth grade students of MTs. Negeri 1 Jepara in the academic year of 2018/2019. Total populations were 377 students. The technique of sampling used by the writer was

simple random sampling. Simple random sampling was used because it was impossible to change the classroom setting of the school. In this study 72 students in two classes became the sample of the study. The writer took VIII E as the experimental class that had 36 students and VIII F as the controlled class that had 36 students.

Research Variable

This study entitled “The Use of Note-Taking Pairs in Developing Students’ Writing Skill of Recount Text”. There are two variables. They are independent variable and dependent variable. Note-Taking Pairs (NTP) as the independent variable and writing skill as the dependent variable.

Instrument for Collecting Data

This study used test as an instrument. In addition, instrument is a tool that will be used by the writer easier to collect the data. In this study, the writer used writing test in the form of essay as instrument. The test is asking the students to make a written recount text based on own experience.

Instrument of Try-Out Test

Validity

According to Arikunto validity is a measure that showed the level of validity or rightness of an instrument (Arikunto, 2013: 211). There are three types of validity, namely content validity, criterion validity, and construct validity.

In this study, the writer used content validity. This validity was estimated by testing the feasibility or relevance of the contents of the test through rational analysis by a competent panel or through expert judgment.

Technique of Collecting Data

In collecting data, the writer took the students’ scores through pre-test and post-test. Pre-test was given before the students were given the treatment. The aim of the pre-test was to obtain the data of the students’ basic writing skill and to ascertain that the students from the group that had similar capability and the same English proficiency before they received the treatment. In the pretest the writer used homogeneity test and t-test.

This study conducting to see the used the NTP technique to develop students’ writing recount text. The treatment design for two meetings to the experimental group. Time allocation for each meeting consist of eighty minutes. The experimental group was taught by using Note-Taking Pairs (NTP) technique while the control group was taught by using conventionally.

The study employed the post test at the end of the study. It used to measured the students’ writing skill after the treatments. The post-test had the same procedures as the pre-test.

Technique of Analysing Data

The analyzing the data, the writer used statistic technique using SPSS statistical application. The technique used to significant difference between two variables which were tested. The writer used homogeneity and t-test. T-test is used to find whether there was significant difference between the score of students’ writing skill by using Note-Taking Pairs technique as experimental group and conventional teaching technique as control group. There were the formula of homogeneity and t-test:

The formula of homogeneity as follow:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

(Sugiyono, 2013: 87).

The formula of t-test as follow:

$$t_0 = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

(Sa'idah, 2017: 172).

Where:

\bar{x}_1 = mean of variable X (Experimental Class)

\bar{x}_2 = mean of variable Y (Control Class)

s = Standard Deviation

n1 = total of variable X (Experimental Class)

n2 = total of variable Y (Control Class)

FINDING AND DISCUSSION

Finding

Data Description

The writer conducted pre-test in first meeting. The pre-test was given to experimental and control group. It was given on 17th of January 2019 for control group and 18th of January 2019 for experimental group. The purpose of pre-test was to know the initial ability of the students in writing skill. After the pre-test, the writer implemented the treatment for two meetings, and in the last meeting, the writer conducted post-test in both of group, experimental and control group. The mean score of pre-test in experimental group was 52,47, while the

mean score of pre-test in control group was 46,39. It can be seen that the mean scores of experimental and control group were almost same. It can be concluded that the students' mastery of recount text in experimental and control group was equal and both of experimental and control group is the same level class.

The post-test was given to experimental and control group after presenting the material about recount text. It was given on 7th of February for control group and on 8th of February for experimental group. The mean score of post-test in experimental group was 83,78, and the mean score of post-test in control group was 63,28. In the post-test, the mean score of experimental group was higher than the control group. It proved that there was the effect of Note-Taking Pairs technique on students' mastery of recount text.

Data Analysis

The writer analyzed the data using Homogeneity test and T-test formula in SPSS statistic. This technique was useful to prove statistically whether there was any significant difference between students' mastery of recount text in experimental group. The result of analyzing the Homogeneity test and T-test using SPSS 20.0 program could be seen as follows:

The Homogeneity test Result of Pre-test Score Experimental and Control Group

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
pretest x	Based on Mean	.003	1	70	.960
	Based on Median	.006	1	70	.939

	Based on Median and with adjusted df	.006	1	69.907	.939
	Based on trimmed mean	.003	1	70	.957

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	666.125	1	666.125	12.019	.001
Within Groups	3879.528	70	55.422		
Total	4545.653	71			

The table above described the homogeneity test analysis using SPSS of pre-test in experimental and control group. There were two tables, first table was named "Test of Homogeneity of Variance" and the second table was named "ANOVA". Based on the table of "Test of Homogeneity of Variance" the significance of the variance was 0,960. The significant level of $0,960 > 0,05$. It indicates that the variance of the data was homogeneous.

The second table was named "ANOVA". The analysis showed that the probability or significance was 0,01. It meant there was significant of the data variance in experimental group and control group. The significant level of $0,01 < 0,05$. It meant H_0 was rejected and when compared with $F_{hit} \{12,019\} > F_{table} \{0,01\}$ it means H_0 was rejected. It can be conclude that the testing of variable of pre-test in experimental and control group had a same variance or homogeneous.

The Homogeneity test Result of Post-test Score Experimental and Control Group

There were two tables above, first table was named "Test of Homogeneity of Variance" and the second table was named "ANOVA". Based on the table of "Test of Homogeneity of Variance" the significance of the variance was 0,296. The significant level of $0,296 > 0,05$. It indicates that the variance of the data was homogeneous.

The second table was named "ANOVA". The analysis showed that the probability or significance was 0,00. It meant there was significant of the data variance in experimental group and control group. The significant level of $0,00 < 0,05$. It meant H_0 was rejected and when compared with $F_{hit} \{90,462\} > F_{table} \{0,00\}$ it means H_0 was rejected. It can be conclude that the testing of variable of pre-test in experimental and control group had a same variance or homogeneous.

The T-test Result of Pre-test Score Experimental and Control Group.

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	1.109	1	70	.296
	Based on Median	.391	1	70	.534
	Based on Median and with adjusted df	.391	1	43.440	.535
	Based on trimmed mean	.770	1	70	.383

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	7564.500	1	7564.500	90.462	.000
Within Groups	5853.444	70	83.621		
Total	13417.944	71			

There were two tables above, first table was named “Test of Homogeneity of Variance” and the second table was named “ANOVA”. Based on the table of “Test of Homogeneity of Variance” the significance of the variance was 0,296. The significant level of 0,296 > 0,05. It indicates that the variance of the data was homogeneous.

The second table was named “ANOVA”. The analysis showed that the probability or significance was 0,00. It meant there was significant of the data variance in

experimental group and control group. The significant level of $0,00 < 0,05$. It meant H_0 was rejected and when compared with $F_{hit} \{90,462\} > F_{table} \{0,00\}$ it means H_0 was rejected. It can be conclude that the testing of variable of pre-test in experimental and control group had a same variance or homogeneous.

The T-test Result of Pre-test Score Experimental and Control Group.

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-Test Score	Group 1	36	52.47	7.428	1.238
	Group 2	36	46.39	7.461	1.244

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	f	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Pre-test Score	Equal variances assumed	.003	.960	3.467	70	.001	6.083	1.755	2.584	9.583
	Equal variances not assumed			3.467	69.999	.001	6.083	1.755	2.584	9.583

The table above described the t-test analysis using SPSS of pre-test in experimental and control group. There were two tables, first table was named "Group Statistic" presented the statistical results of pre-test in experimental and control group were different. The mean score of experimental group was 52.47 and the mean score of control group was 46.39, it mean that the score of experimental and control group almost same. It can be seen from the score that it was not reached from the Minimum Criteria of Mastery Learning (KKM), so the writer decided to proceed to the treatment stage.

The second table was named "Independent sample test" described about the statistical of this study. The analysis showed that the difference was significant. It meant there was significant the pre-test score

of experimental and control group. The significant level was $0,01 < 0,05$. In independent sample test table also described about the value of this study. The result of t-value in this study was 3,467. Furthermore, the t-value was compared to the t-table to know whether through Note-Taking Pairs the students can develop their writing skill or not. The t-table was taken from the requirement of t-table to analyse the data. The t-table of 0,05 as the significant level was 2,000 with 70 the degree of freedom (df). Then, it can be started that t-value (3,467) of pre > t-table (2,000). It can be conclude that there was significant between experimental and control group in developing the students' writing skill of recount text at the eight grades of MTs. Negeri 1 Jepara in the academic year 2018/2019. But even though there were

significant differences, the writer decides to proceed to the treatment stage. Because seeing the pre-test result of students in the experimental and control group has not reached the Minimum Criteria of Mastery

The T-test Result of Post-test Score Experimental and Control Group

<< | 50 Learning (KKM).

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-test Score	Group 1	36	83.78	6.916	1.153
	Group 2	36	63.28	10.927	1.821

		Levene's Test for Equality of Variances	t-test for Equality of Means							
Post-test Score	Equal variances assumed	f	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test Score	Equal variances assumed	1.109	.296	9.511	70	.000	20.500	2.155	16.201	24.799
	Equal variances not assumed			3.467	69.999	.001	6.083	1.755	2.584	9.583

The table above described the t-test analysis using SPSS of pre-test in experimental and control group. There were two tables, first table was named "Group Statistic" presented the statistical results of post-test in experimental and control group were different. The mean score of

experimental group was 83.78 and the mean score of control group was 63.28, it mean that the experimental was the higher score than control group. It can be concluded that the experimental and control group had different understanding in writing recount text.

The second table was named "Independent sample test" described about the statistical of this study. The analysis showed that the difference was significant. It meant there was significant the pre-test score of experimental and control group. The significant level was $0,00 < 0,05$. In the independent sample test table also described about the value of this study. The result of t-value in this study was 9,511. Furthermore, the t-value was compared to the t-table to know wheter through Note-Taking Pairs the students can develop their writing skill or not. The t-table was taken from the requirement of t-table to analyse the data. The t-table of 0,05 as the significant level was 2,000 with 70 the degree of freedom (df). Then, it can be stated that t-value (9,511) of post-test $>$ t-table (2,000). It can be concluded that Note-Taking Pairs technique can develop the students' writing skill at the eight grades of MTs. Negeri 1 Jepara in the academic year 2018/2019.

Discussion

The result of pre-test and post-test data happened in both classes, experimental group and control group. The experimental group which was taught through Note-Taking Pairs technique and control group which was taught without Note-Taking Pairs technique. The experimental group which was taught by Note-Taking Pairs technique was higher to improve the students' writing skill than the control group which was taught without Note-Taking Pairs technique. The mean of pre-test in experimental group was 52.47 became 83.78 was mean score in post-test. Meanwhile, the mean score of the pre-test in control group was 46.39 and post-test was 63.28. It shows from the mean score of the post-test in the experimental group was higher than control group's post-test. In other side, the data analysis used t-test, the value

to of pre-test in experimental and control group was 3,467 with the degree of freedom 70 in the level significance (α) of 0,05, t_{table} was 2,000 and the value to of post-test in experimental and control group was 9,511 with the degree of freedom 70 in the level significance (α) of 0,05, t_{table} was 2,000. It means that to was higher than t_{tabke} in pre-test and post-test of experimental and control group. So, the Null hypothesis (H_0) was rejected then alternative hypothesis was accepted that there was an effectiveness of Note-Taking Pairs technique to developing the students' writing skill at eight grades of MTs. Negeri 1 Jepara in the academic year of 2018/2019.

It can be seen that the students in experimental group looked enjoy, more interesting, and attractive in learning activity, because they learnt with sharing each other. In teaching learning students individually take notes of major points from a body of content, the teacher assigned the students to in pairs. They could work with their partner to solve the problems and to complete their notes to achieve the goals. Anita states that using Note-Taking Pairs technique students were expected to work collaboratively with their pairs. In pairs, they were can answer the tasks, and giving suggestions and corrections to their pairs. These activities were placed the students as the central of the whole classroom activities. It was also gives the students experiences of structurally steps by using the graphic organizers in taking their notes.

CONCLUSION AND SUGGESTION

Based on the result of chapter IV, it showed that the students' writing skill of recount text at the eighth grade of MTs. Negeri 1 Jepara can be developed by using

Note-Taking Pairs technique. It could be seen by students' mean score was increased. In experimental group, the mean score of the pre-test was 52.47 and the mean score of the post 83.78. After applied Note-Taking Pairs technique in learning process, the students' writing skill was improved. In control group, the mean score of the pre-test was 46.39 and the post-test was 63.28. Based on the data analysis of t-test, the mean score of the post-test in experimental and control group showed that t-value was 9.511 and t-table of 0,05 as the significance level was 2,000 with 70 the degree of freedom (df). It can be described that the t-value (9,511) > t-table (2,000). In addition, the result of t-test also showed that H₀ (the Null Hypothesis) was rejected and H_a (the Alternative Hypothesis) was accepted.

The objective of this research is find out the significant difference between writing skill of students taught with Note-Taking Pairs and students taught conventionally. In relation to the results of this study, it can be concluded that:

1. There is an improvement of students' skill of writing recount text after being taught using Note-Taking Pairs.
2. The implementation of Note-Taking Pairs technique could improve of all aspects of writing. It is because the Note-Taking Pairs technique help the students to learn and get information from their pairs and friends who presented their work.
3. Note-Taking Pairs technique provided some steps that the students could easily follow. By following the five steps of Note-Taking Pairs, the students could easily consider their failure in writing a recount text, related to the language use. Due to the steps of Note-Taking Pairs

technique, which give them time to make a note before they pairing with their partner, consider other point of view by pairing them to share their result of exchange the information in pair, it make them learn from their pair. So it will help them to write a better recount text easily and make them more confident in writing activity.

Based on the results and discussion, the writer recommends some following suggestions:

For the teachers in general and particularly those in MTs. Negeri 1 Jepara who want to improve students' writing skill, the writer suggested the English teachers to make sure the students brings their own dictionary that provides an explanation of regular and irregular verbs. Moreover, the teacher should monitor students' activity during writing class and support the interaction among the students in class, in order to make the technique more effective.

For the students, by using Note-Taking Pairs technique, the students had opportunities to help their friends in pair for understanding the material. By implementing Note-Taking Pairs technique the students had enthusiasm in developing their writing skill because they learnt by using new technique.

For the next researchers, it is necessary to consider the students' background of knowledge before divided them into pair in order to avoid the domination of certain student and to roll the pair with another pair, so it will be better if there is a rolling pair every meeting of the treatment. Moreover, it would be better if the next reseacher choose a different topic from this study.

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