

# **Enhancing Students' Writing Skill in Recount Text by Using Powtoon: A Case of The Eleventh Grade Students of SMK Al-Husain Keling – Jepara in Academic Year 2021/2022**

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## **Abstract.**

This research looked at how students utilized Powtoon to create recount texts. The study's goals were to (1) determine the ability of students taught using Powtoon to write recount text, (2) determine the ability of students taught without Powtoon to write recount text, and (3) determine whether or not there is a significant difference in the ability of students taught using Powtoon to those taught without Powtoon to write recount text. Students from SMK Al-Husain Keling, Jepara, class XI, with a total of 166 students, participated in the topic. The study sample consisted of students from classes XI OTKP 1 and XI OTKP 2. With a total sample of 52 students, there were two classes: XI OTKP 1 as an experimental group with 26 students and XI OTKP 2 as a control group with 26 students. The experimental group was taught using Powtoon, whereas the control group was taught using traditional methods. As an instrument, a test was used. A Pre-test and a Post-test session were done by the researcher. Pre-tests were provided to both classes at the start of the research to assess their skills prior to treatment, and Post-tests were administered at the end of the meeting to assess whether there was a significant difference after treatment. The quantitative method was used to obtain data. The study's findings revealed that using Powtoon as a teaching tool for writing recount texts improved students' capacity to compose recount texts and express their prior experiences in writing. According to the data analysis, the experimental group's Pre-test session was 60.19, whereas the Post-test session was 81.38. The Pre-test for the control group was 58.57, while the Post-test session was 67.23. The outcome of value total was also greater than t-table  $6.38 > 2.009$  in a t-test. As a result, it can be argued that using Powtoon to teach recount text can help students improve their writing skills.

**Keyword:** enhancing, writing process, writing skill, recount text, powtoon

## Introduction

Writing is an important English skill to master. Writing, according to Durga & Rao (2018:1), is a highly complicated cognitive activity in which the writer must display simultaneous control of multiple variables. Writing is the tangible form of the outcome of thought, when idea is expressed in written form, it can be concluded. While English is a second language in Indonesia, it is also a requirement that must be met in Senior High School. However, there are numerous difficulties that arise when writing. The first issue is a lack of drive. Students require motivation to boost their emotionality when writing. When students' concerns and enthusiasm in writing are present, writing tasks can be produced quickly. The absence of vocabulary is the second issue. According to Huy (2015:65), the most common obstacle that most students have when learning to write is a lack of vocabulary. Students do have a hard time understanding vocabulary. Furthermore, there are numerous synonyms that can be employed to convey a variety of meanings. And the most serious issue is a lack of variance in learning. During a pandemic, the learning process necessitates the use of engaging and relevant materials. According to Almubark (2016:19), teacher competency in using gadgets or technology to acquire writing abilities will benefit in the attainment of writing skills in the classroom. Of course, with the right tools and media, the learning process will be more engaging and capable of increasing students' motivation and desire to learn to write. Teachers can use Powtoon as a teaching tool to help pupils improve their writing skills.

A lack of professional expertise is another issue (Gündomuş, 2018:336). A lack of professional experience can cause stress and anxiety in the classroom, especially among new teachers. Furthermore, parental disinterest is a concern. Due to a lack of parental support, teachers will struggle to assist pupils. Gündomuş, in Moses & Mohamad, 2018, found that students who do not feel loved and cared for by their parents are less likely to succeed in school. Another issue is the teaching approach used by the teacher. According to Hidayati (2018:22), In order to comprehend the current and future demand for good writing skills, it is necessary to analyze instructors' hurdles in teaching writing. This indicates that the strategy used by the teacher to teach writing has a major impact. Meanwhile, providing infrastructure advice is an issue for the environment. According to Trisnawati et al (2019:63), every school must have enough facilities and infrastructure since each unit of education is responsible for achieving organizational goals within education and must be supported by adequate facilities and infrastructure.

This study uses Powtoon as a medium to improve students' writing ability in the eleventh grade at SMK Al-Husain Keling. Powtoon is a website where users may create animated video presentations. By adopting Powtoon, students are expected to be more engaged in the classroom and more playful when participating in writing activities to increase their ability to write recount texts. Based on such aspects, an observation done at SMK Al-Husain Keling in the eleventh grade revealed that the pupils appear inert, lack motivation, have a limited vocabulary, and have little variance in their learning. They appear to be tough to organize into a good text.

## Literature Review

### 1. Writing Skill

The capacity to write is a useful skill that allows us to produce strong, coherent writing. Fitria (2019:453) claims that writing is a productive ability or that it has the nature of generating. Writing, according to Fitriyeni and Soghiro (2020:75), is a process of encoding (putting your message into words) carried out with a reader in mind. To avoid communication problems, consider picking the correct words while encoding the message in textual form. There are various methods and variables that must be addressed while creating an excellent piece of writing.

The writing process as a private activity, according to Harmer (2007: 326), can be divided into four stages: planning, drafting, rewriting, and editing. The first step in the writing process is to plan or prewrite. There are three stages to consider when pre-writing: purpose, audience, and content structure. The type of text that the writer intends to generate, the language that the writer uses, and the information that the writer decides to include will all be influenced by the goal of writing. Second, the writer should consider the audience, which includes not only the shape of the text but also the people who will be reading it. Finally, the writer must evaluate the structure of the content. It refers to the order in which the writer presents the fact, concept, or argument. Students must be able to choose the main topic at this stage, it can be said. Drafting is the process of expressing all of one's thoughts and ideas about a certain issue. This indicates that the pupils are beginning to construct sentences that are relevant to the issue. The writer starts organizing the words he or she came up with during brainstorming or clustering so that they can be merged into a phrase or paragraph. The writer, on the other hand, organizes the thoughts in such a way that the reader can comprehend the message. Editing is the process of reviewing and improving a first draft. To encourage strong writing quality, students can improve their grammar, spelling, punctuation, writing, and precision. It's referred to as good writing when the text has high coherence and cohesion and the reader grasps the author's meaning. After the writer has examined and revised the draft, he or she will make any modifications that are deemed essential. It can be published once the final version is completed.

*Figure 1*

*Scheme the writing process*

**Planning → Drafting → Editing → Final version**

Harmer (2007:326)

### 2. Recount text

There are various genres that should be studied by senior high school pupils when teaching English. A recount text, according to Fisher & Sonia (2016: 8), is a text that describes a prior experience or incident, which might be based on the author's personal or historical occurrences. This type of material retells the writers' prior experiences and can be given orally or in writing. This style of literature might help pupils feel more at ease as they explore their ideas for conveying a story in writing. According to Husna & Multazim (2019:55), a recount text is a text that retells past occurrences.

The goal of recount text is to keep readers and listeners entertained. In order to achieve that purpose, various processes must be followed when creating the crown text, including orientation, event, and re-orientation. Recount genre is physically designed as follows: a)

orientation, b) record of events or sequence of events, and re-orientation, according to Dirgeyasa (2016:47). Table 1 below illustrates it visually.

*Table 1*

*Physical Structure of Recount Genre*

Orientation
Record of events or sequence of events
Re-orientation

Dirgeyasa (2016:47)

Furthermore, according to Ramli (2013), the generic structures of this are orientation, event record, and reorientation. The term "orientation" refers to a topic or piece of information that you want to discuss with your audience. The essential points of the problem are told in order sequences in the event records. The events are summarized in the reorientation.

You must also pay attention to the linguistic aspects employed when writing a decent recount text. For example, the simple past tense is used to express past verbs or verbs that have been completed in the past. After that, you'll need to employ process materials. That is a word that denotes the completion of a verb, such as eat, run, walk, run, and others. Then there's the use of temporal sequences, which are used to express a sequence of events, such as last year, during the weekend, and so on.

### **3. Powtoon**

Powtoon is a website that allows users to create presentations using high-quality animated films. Powtoon is frequently utilized in the field of education. Teachers may effortlessly share, communicate, and form relationships with others using Powtoon. Powtoon can give teachers and students fresh feelings as a school learning medium. Students can readily capture and get materials, in addition to professors who can give things in unique and exciting ways. According to Anita and Kardena, Powtoon is an application software that allows teachers to create free and professional animated video explainers/messages and presentations (2021:3). Finally, Powton gives lecturers the flexibility to use cartoon animations to produce entertaining presentations. Media is a communication facility in the learning process in the form of hardware and software that allows the instructional process and outcome to be attained fast in the field of education (Silvia, 2017:46).

Powtoon can also be extracted like a YouTube video because it is directly exported to YouTube when we produce it. Powtoon can also be used in the learning process in the same way that YouTube videos are. Diah et al. have a different point of view (2020:206) It's a technology that works in a similar way to PowerPoint, Impress, or even Prezi, and combines the look of PowerPoint presentations with the look of comic books. Sutisna and colleagues (2019:81) PowToon is a piece of software that allows you to create animations with video and sound. Powtoon has a lot of elements that can be used to create an interesting presentation. It's fascinating to see the process of creating Powtoon because there are numerous characteristics that may be used to accentuate the video Powtoon and make it simpler to comprehend.

Powtoon is simple to use. We only need to create an account on the website to gain access to Powtoon. There are a variety of features available in Powtoon. According to Graham (2015:13-17), Powtoon consists of five basic components: text, numbers, graphics, music, and sound effects. Among them, the text holds a significant position. Use words to effectively communicate all of the information. The symbolic aspect of something can be represented by a word. In addition to representing a number, numbers can also be used to express the size of a number. It is used to choose the best image for the Powtoon video background from a big number of photographs. Pictures may liven up a presentation. Also, any cartoon pictures with a theme. Music is used to give the video a new depth. Powtoon also allows you to add your own audio. The music will serve as a backdrop for the Powtoon video. Powtoon's sound effects are also very essential. The theme sounds like a pleasant and unusual cartoon sound with this sound effect. This is one of Powtoon's distinguishing features. Text, numbers, photos, music, sound effects, and clipart are just a few of Powtoon's features or components. When all of the elements of a powtoon are combined, a highly interactive powtoon video is created. Powtoon animation videos are highly useful in the domain of education for providing engaging learning videos to students, especially during a pandemic like this. According to Diah et al (2020:206), Powtoon video presentations have various advantages:

1. Allow pupils to view and discuss a topic that they are interested in.
2. A well-designed Powtoon film may draw pupils' attention.
3. Encourage students to participate in active learning. Powtoon videos demand students to read, synthesize, and deliver material.
4. Powtoon helps pupils gain a better comprehension of what they're learning.
5. Powtoon makes learning more engaging by combining visual, audio, and motion elements.
6. Currently, the majority of basic versions are available for free or at a very low cost, and
7. Compatible with a variety of operating systems.

Powtoon is used to encourage kids to write, and it has the ability to draw students' thoughts by delivering new content during the teaching and learning process. Powtoon is mostly used in education. Powtoon, as a learning medium in schools, may give unique experiences for both teachers and students. Aside from the teacher's ability to convey material in a creative and engaging manner, students can readily capture and obtain the material. In reality, learners at all levels of skill can use animation videos to accomplish a variety of functions. It provides authentic media for beginning learners to employ in the learning process. Video provides diversity, interest, stimulation, and helps to retain motivation for higher level learners. Powtoon has a beneficial effect. As a result, the Powtoon may bring updates to traditional learning methods, as well as new innovations in the learning process. Additionally, the Powtoon is very simple to use and deploy in the learning process.

## **Method**

The current study was a quantitative study that aimed to improve students' recall text writing abilities using Powtoon. This research was carried out in the first semester of the academic year 2021/2022 at SMK Al-Husain Keling, Jepara, in XI OTKP 1 and XI OTKP 2.

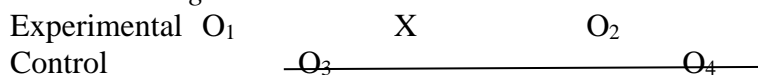
This study took place over four meetings between July 31 and August 23, 2021. XI OTKP 1 was the experimental group, with 26 students, whereas XI OTKP 2 was the control group, with 26 pupils. Both the experimental and control groups were given a writing test twice. The experimental and control groups were given a pre-test portion during the first

meeting. The post-test was given after the experimental group received a treatment using Powtoon and the control group received a treatment using Google Classroom. The test is used as an instrument to determine how well students understand recount texts given with Powtoon vs those taught without Powtoon.

Meanwhile, the researcher undertook an experiment to see if Powtoon can be used to teach Recount text in the eleventh grade. The following are some of the steps involved in this experimental design:

*Figure 2*

*Research design*



Louis Cohen, Lawrence Manion and Keith Morrison (2011:329)

Note:

- O<sub>1</sub> : Pre Test for experimental group
- O<sub>2</sub> : Post Test for experimental group
- O<sub>3</sub> : Pre Test for control group
- O<sub>4</sub> : Post Test for control group
- X : Treatment using Powtoon video

This formula is used to compare the experimental group and the post-test group before and after receiving treatment in research activities. Where in this study there are 5 stages: pre-test experimental group, post-test experimental group, pre-test control group and post-test control group and treatment to determine the extent to which students' ability to master writing skills.

*a. Population and sample*

Population was the entire number of subjects to be studied by researcher. The population of this research was the eleventh grade students of SMK Al-Husain Keling in academic year 2021/2022. Sample was part of population. Means that sample was not all the subjects included. It just part of the subject. In this research, the samples were two groups of students which selected. The total number of the population was 166 students which were divided into 6 classes. The process of selecting population would explain in the sampling technique.

*Table 2*

*List of population*

No	Class	Number
1	XI 1	26
2	XI 2	26
3	XI 3	28
4	XI 4	28
5	XI 5	29
6	XI 6	29

	Total	166
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*b. Instrument of the Research*

For collecting the data, the researcher used the instrument. The research instrument is a tool used by researcher to measure how far the student's ability to master a material. In this study, used instrument as follow:

1. Pre-test

Pre-test is a test that was given before the treatment was carried out in learning proses. Pre-test could be defined as a brain warm-up given to students as well as to check students' initial abilities before being given treatment. This pre-test was given to two groups of students which experimental group and control group.

2. Post-test

Post-test is a test which given after students get treatment in the study. In the result of post-test between experimental group and control group were compared. If the result from experimental group is higher than control group, then Powtoon video as a treatment can make student more interested in learning English and able to improve students' abilities in writing recount text.

In this research, the researcher used the pre-test and post-test for measuring the students' result. The experimental group was given the treatment which Powtoon while the control group was not given the treatment. The control group was taught use the conventional teaching.

*c. Method of collecting the data*

The data was collected using a test instrument by the researcher. The researcher conducted a pre-test in both the experimental and control groups at the start of the study. The goal was to figure out how much material they could handle before using the treatment. The researcher then administered a post-test to both the experimental and control groups. It was to see how well they understood the topic, which was presented through the medium of Powtoon, vs the control class, which was not presented through the medium of Powtoon in composing the recount text.

*d. Procedure of collecting the data*

These were steps for collecting the data:

1. The researcher came to SMK Al-Husain Keling, Jepara to ask permission to do the result at the school.
2. The researcher prepared all the instruments.
3. The researcher was given two classes as sample. One class as experimental class, one class as control class.
4. The researcher gave the pre-test for experimental class and control class.
5. The researcher gave treatment for experimental class which taught using Powtoon as media
6. The researcher gave post-test for experimental class and control class
7. The researcher analyzed the data to find the result

*e. Method of data analysis*

In doing data analysis the researcher had some steps, are:

1. For giving score for students' work sheet, the writer has criteria of assessing, as follow:

*Table 3 The Criteria of Writing Elements*

Aspects of Writing	Level	Score	Criteria
<b>Content (Logical development of ideas)</b>	Excellent to Very Good	<b>30-27</b>	- Knowledgeable - Substantive - Thorough development of thesis - Relevant to assigned topic
	Good to Average	<b>26-22</b>	- Some knowledge of subject - Adequate range - Limited development of thesis - Mostly relevant to topic, but lacks detail
	Fair to Poor	<b>21-17</b>	- Limited knowledge of subject - Little substance - Inadequate development of topic
	Very Poor	<b>16-13</b>	- Does not show knowledge of subject - Non-substantive - Not pertinent - Not enough to evaluate
<b>Organization (Introduction, body and conclusion)</b>	Excellent to very good	<b>20-18</b>	- Fluent expressions - Ideas clearly stated/supported - Succinct - Well-organized - Logical sequencing - Cohesive
	Good to average	<b>17-14</b>	- Somewhat choppy - Loosely organized but main ideas stand out - Limited support - Logical but incomplete sequencing
	Fair to poor	<b>17-14</b>	- Ideas confused or disconnected - Lacks logical sequencing and development Very Poor
	Very poor	<b>13-10</b>	- Does not communicate - No organization - Not enough to evaluate
<b>Vocabulary</b>	Excellent to very good	<b>20-18</b>	- Sophisticated range - Effective words/idiom choice and usage - Word form mastery - Appropriate register
	Good to Average	<b>17-14</b>	- Adequate range - Occasional errors of words/idiom



			form, choice, usage - But meaning not obscured
	Fair to poor	<b>13-10</b>	- Limited range - Frequent errors of words/idiom form, choice, usage - Meaning confused or obscured
	Very poor	<b>9-7</b>	- Essentially translation - Little knowledge of English vocabulary, idioms, word form - Not enough to evaluate
<b>Language use</b>	Excellent to Very Good	<b>25-22</b>	- Effective complex construction - Few error of agreement, tense, number, word order/function, articles, pronouns, preposition pronoun, preposition
	Good to average	<b>21-18</b>	- Effective but simple construction - Minor problem in complex construction - Several errors of agreement, tense, number, word, order/function, articles, pronouns, preposition - But meaning seldom obscured
	Fair to poor	<b>17-11</b>	- Major problems in simple/complex construction - Frequent error of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions - Meaning confused or obscured
	Very poor	<b>10-5</b>	- Virtually no mastery of sentence construction rules - Dominated by errors does not communicate - Not enough to evaluate
<b>Mechanics</b>	Excellent to very good	<b>5</b>	- Demonstrates mastery of convention - Few errors of spelling, punctuation, capitalization, paragraphing
	Good to average	<b>4</b>	- Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Fair to	<b>3</b>	- Occasional errors of spelling,

	poor		punctuation, capitalization, paragraphing - Poor hand writing - Meaning confused or obscured
	Very poor	2	- No mastery of convention - Dominated by errors of spelling, punctuation, capitalization, paragraphing - Hand writing illegible

(Utami, 2012:41-43)

After assessing student work, then the writer used the criteria of test score as a reference to give score for students' work sheet.

*Table 3 The criteria of test score*

Score	Category	
90-100	A	Excellent
80-89	B	Good
70-79	C	Adequate
60-69	D	Inadequate
Below 60	E	Falling

(Brown, 2004:287-294)

2. After obtaining the results of the students' worksheets, the writer calculates the mean of the pre-test and post-test measurements employed. The experimental and control groups should be the means.
3. The writer determines the standard derivation for both groups after obtaining the mean of the pre-test and post-test.
4. Calculating the experimental and control group's standard errors.
5. Determine the standard error of the difference between the two classes' means.
6. Performing a t-test comparing the experimental and control groups.

After receiving the t-test findings. The t-table will be used to compare the results. When the t-test results are higher than the t-table of 5% alpha level, it can be determined that there is a significant difference between students who are taught before using video Powtoon and students who are taught after using video Powtoon.

## Findings and Discussion

In this part, the data that already found are discussed in details. The data was collected by using quantitative research. Quantitative data describes the exact number of students' written work. And an explanation of the research results below:

**Table 1**

The Students' Mean Score in Pre-Test and Post-Test of Experimental Group (Powtoon)

	Score Pre-Test		Score Post-Test	
	Score	Predicate	Score	Predicate
Mean	60, 1	D	81, 3	B
Maximum	70	C	88	B
Minimum	40	E	72	C

Table 1 depicted a personal test using recount texts written by Powtoon pupils. Scores from the pretest and posttest are included in the data. The Post-test score was higher than the Pre-test score, according to the findings. On behalf of Powtoon, it has the potential to increase students' recount text writing abilities. The mean post-test score was 81.38, while the mean pre-test score was 60.19. The gain score of 21.2 is found between the two mean pre-test and post-test scores, indicating that teaching recount text with Powtoon was successful and substantial.

**Table 2**

The Students' Mean Score in Pre-Test and Post-Test of control group (without using Powtoon)

	Score Pre-Test		Score Post-Test	
	Score	Predicate	Score	Predicate
<b>Mean</b>	<b>58, 57</b>	<b>E</b>	<b>67, 23</b>	<b>D</b>
<b>Maximum</b>	<b>75</b>	<b>C</b>	<b>77</b>	<b>C</b>
<b>Minimum</b>	<b>44</b>	<b>E</b>	<b>60</b>	<b>D</b>

Table 2 depicted a personal experiment in which students wrote recall text without utilizing Powtoon. Scores from the pretest and posttest were included in the data. The data discovered revealed that there was a considerable increase between the pre-test and post-test. According to the findings, the mean pre-test score was 58.57, while the mean post-test score was 67.23, with an increase of 8.66. Based on the available evidence, it can be stated that learning recount text writing without the Powtoon media is less effective, less successful, and has no meaningful impact on student scores.

Using Powtoon to teach kids how to produce recount text allows them to enjoy learning while also providing them with engaging and effective media throughout the pandemic. When students receive this type of instruction, they appear to be very driven and passionate. Using Powtoon as a learning tool during the pandemic proved to be a huge success. Students require new information that is provided in a unique and engaging manner in order for them to be able and interested in learning. Students feel more confidence in writing down their stories or past experiences after receiving the recount text material from Powtoon. Furthermore, during a pandemic, the Powtoon application was able to provide a new dimension to the realm of education by increasing pupils' creativity and critical thinking while learning to produce recount texts.

## Conclusion

The usage of Powtoon in teaching writing recount text was successful, which suggests that it may increase students' writing skills in recount text, according to the research findings. Powtoon's introduction greatly aided both students and teachers in receiving a new variety of instruction. Students are taught to learn independently and to be responsible in order to continue learning during the pandemic by using Powtoon. Learning media are required during this pandemic. Powtoon could be a pleasant learning media reference for students for teachers. Students become bored when they were solely given material in traditional classrooms. Students require something fresh to improve their motivation to learn, and teachers must meet these demands without compromising students' eagerness to learn. Overall, the usage of Powtoon is quite beneficial because existing research shows that when students are trained to use Powtoon to produce recount text, their performance improves significantly.

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