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PEER ASSISTED WRITING ACTIVITY
TO TEACH WRITING RECOUNT TEXT TO THE SENIOR HIGH SCHOOL STUDENTS

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Abstrak

Menulis adalah salah satu keahllian dalam berbahasa yang sering kali siswa merasa kesulitan dalam mempelajaringa. Hal ini disebabkan karena menulis menekankan kepada proses yang dianggap sebagai kegiatan yang membosankan. Technik dan media yang bervariasi yang digunakan dalam kelas menulis direkomendasakan selama bisa menarik keinginan siswa dalam menulis.

Peer Assisted Writing Activity (kegiatan menulis dengan bantuan sebaya) adalah tekhnik yang dapat diterapkan dalam mengajar writing. Teknik ini mempromosikan pembelajaran kolaboratif yang menekankan kepada proses dan kerja secara bersama-sama. Ada enah dalam teknik ini, yaitu ide, draft, membaca, meng-edit, tulisan akhir, dan evaluasi guru. Penelitian ini bertujuan untuk menjelaskan penerarapan peer assisted writing activity dalam pengajaran menulis teks recount terhadap siswa kelas X, hasil tulisan siswa melalui penerapan implementation of peer assisted writing activity, dan respon siswa.

Penelitian ini didesain dengan menggunakan descriptif kualitatif. Dalam penelitian ini data diperoleh dari cheklis observasi dan catatan lapangan, angket, dan hasil tulisan siswa. Hasil data disajikan secara deskriptif. Hasil pertama mengenai penerapan peer assisted writing activity untuk mengajar menulis teks recount di dalam kelas. Data tersebut menunjukkan bahwa guru secara sukses menerapkan teknik tersebut. Hasil yang kedua adalah hasil tulisan siswa yang dianalisis dengan ESL composition profile. Terdapat empat macam hasil tulisan siswa, yaitu istimewa ke sangat baik, baik ke rata-rata, cukup buruk, dan sangat buruk. Dan hasil terakhir berhubungan dengan dengan respon siswa dalam penerapan peer assisted writing activity. Hasilnya menunjukkan respon positif.

Kesimpulannya, peer assisted writing activity bisa diterapkan untukmengajar teks recount terhadap siswa kelas X. Teknik tersebut menjadi slah satu teknik yang cocok untuk mengajar menulis karena prosedurnya yang menyertakan siswa dan menekankan pada proses menulis.

Keyword: peer assisted writing activity, penelitian deskriptif kualitatif, menulis, teks recount

Abstract

Writing is one of the language skills that mostly students feel difficulty to learn. It is because writing emphasizes on process which considered as boring activity. Variant techniques and media used in the writing class are recommended as far as they can engage the students' interest in writing.

Peer assisted writing activity is a technique which can be implemented to teach writing. This technique promotes collaborative learning which emphasizes on process and work collaboratively. There are six steps in this technique, those are idea, draft, read, edit, final copy and teacher's evaluation. This research is aimed to describe the implementation of peer assisted writing activity in teaching writing recount text to the tenth grader, the students' writing result toward the implementation of the technique, and the students' responses.

This research is designed as a descriptive qualitative research. The data gained in this research are from observation checklist and field-notes, questionnaire, and students' writing results. The results of data presented descriptively. The first result was regarding the implementation of peer assisted writing activity to teach writing recount text in the class. It showed that the teacher successfully implemented the technique. The second finding was the students' writing results that were analyzed by using ESL composition profile. There are four kinds of writing results, those are excellent to very good, good to average, fair to poor, and very poor. And the last result was related to the students' responses toward the implementation of peer assisted writing activity. The result showed positive responses.

In conclusion, peer assisted writing activity can be used to teach writing recount text to the tenth grader. It becomes one of the techniques which is appropriate to teach writing because its procedures involve all the students and emphasize on a process of writing.

Keywords: peer assisted writing, descriptive qualitative research, writing, recount text

INTRODUCTION

Writing is one of the important language skills that should be mastered by learners. It is important because when someone wants to convey their ideas or opinion which spoken language is impossible to use, they may use writing. Writing has a number of functions in daily life. As stated by Halliday (cited on Nuna, 1991: 275) that there are a number of functions of writing, those are for action (public sign, traffic symbols, product labels, etc.), for information (newspaper, magazine, advertisement, etc.) and for entertainment (fiction books, comic strips, poetry, etc.).

Considering as important skill, teaching writing needs to give more attention. Moreover, writing has become a complex activity (Russilawaties, 2005:111) with a long and painful process (Nunan, 1991:87). It is because writing is not focused on the result but more than to process (Oshima et al, 1991:3). The process of writing which often makes some learners feel bored. So teachers have to provide some techniques or media in order that writing class becomes interesting.

In another hand, teaching writing only focused one person, it is teachers, who acts as facilitator. As result, the less effective class found in the writing class because students only wait teachers' comment to get good writing. Whereas sometimes teachers do not have time to correct and evaluate students' writing one by one. Therefore, students need a peer as a reader to criticize and give feedback to their writing before it is submitted to teachers. Brown (2004:353) states that there is an important process of writing, it is sharing what they have written with other, their readers, to see if they have been successful in conveying their intended meaning. So a peer is important for them who find difficulty to write. A peer is chosen based on the level of writing ability in order that they can help and feedback to the writer. And it is considered as one of the solutions since it is more effective and efficient than the teacher has to give feedback the students' writing one by one. So, Peer writing can be applied to teach writing, such as peer assisted writing activity.

Peer Assisted Writing Activity (abbreviated to PAWA) is a technique of teaching writing which deals with the process of writing from getting the idea up to producing the best writing. The technique is implemented through pairing up a more proficient student with less proficient one by means of utilizing the knowledge and experience of the former to assist the latter in writing (Teo, 2006. http://iteslj.org/Teachniques/Teo-PeerAssistedWriting.html). It means that in this technique the students can work collaboratively. Though, this technique also involves the teacher as the feedback provider since based on Lam's study (i.e. Lam, 1992) that examined the impact of discourse type, the use of computers, and teachers' feedback on ESL, collage students revision, finding that teachers' comments did affect revision (Ferris, 1997:317).

Peer assisted writing activity not only gives teachers more quality time to work with students but also provides students with plenty of opportunities to brainstorm ideas and to learn from each other (Teo, 2006. http://iteslj.org/Teachniques/Teo-PeerAssistedWriting.html). Since it deals with the process, it will give many advantages to the students and the teacher. Basically, this technique is designed to teach writing and there are 6 stages, those are ideas, draft, read, edit, final copy, and teacher's evaluation (Teo, 2006. http://iteslj.org/Teachniques/Teo-PeerAssistedWriting.html).

In the first step, the students who have more proficient in writing (*Helper*) helps the students who have lower proficient (*Writer*) to decide ide. *Helper* asks the *Writer* with "wh" questions related to character, setting, and events. In the draft stage, the *Writer* start writing by using the answer of *the Helper's* questions in the first stage. It is used as key word. Then in the third stage is read where *the Writer* reads aloud her/his draft and *the Helper* can help *the Writer* to revise her/his pronunciation. Edit is stage 4. *The Writer* and *the Helper* see and edit the draft together. In this stage, *the Helper* may use dictionary when necessary. The next stage is final copy where *the Writer* copies the best writing from step 4. *Helper* may help if necessary. In the last, the best copy is submitted to the teacher to get evaluation. The teacher's evaluations are on content, organization, language use, vocabulary, and mechanic as proposed by Jacob et al (1981:30).

In addition to Teo (2006) who has implemented peer assisted writing activity to teach writing skill especially narrative text finally concludes that this technique can help promote SL/SFL student's narrative writing skill, some studies showed that teachers in Indonesia also have implemented the technique. Based on the previous study conducted by Numsyah (2009), peer assisted writing activity: a writing technique to promote the senior high school students' writing ability, she found that the technique is effective to be implemented to promote the students' writing. While Puspitawati (2012) also implemented the technique to teach writing narrative text to the tenth graders. She also found that the technique is effective to be implemented to teach writing narrative text.

However, there are only few teachers who implement peer assisted writing activity in teaching and learning proses in the class; one of them is an English teacher of Senior High School in Nganjuk. The teacher uses peer assisted writing activity to teach writing recount text to the tenth graders. Teaching writing needs process. Pairing up students between the more proficient and the less proficient is found useful to help the teacher teach writing. For those reasons, the researcher would like to conduct a study entitled *"The implementation of a peer assisted writing activity to teach writing recount text to the tenth graders of MA Al-Khidmah Ngronggot Nganjuk."* The study describes the implementation of a peer assisted writing activity to teach writing recount text, the students' writing recount text after the implementation of peer assisted writing activity, and the students' responses towards the implementation of a peer assisted writing activity during teaching writing recount text to the tenth graders of MA Al-Khidmah Ngronggot.

METHODOLOGY

The aim of this study was to describe the implementation of peer assisted writing activity, the students' writing results, and the students' responses toward the implementation of peer assisted writing activity to teach writing recount text to the tenth graders of MA Al-Khidmah Ngronggot. Descriptive qualitative research was used to analyze the result of the study. In this research, words were used more frequent than numbers. In addition, the researcher did not take any part in the activity. The researcher just observed the whole process of teaching and learning where peer assisted writing activity was being implemented. The observation was conducted in three meetings, those were on 22nd, 24th, and 26th May 2014.

The instruments that the researcher used to collect the data were observation check list and field-notes, students' writing results, and questionnaire. The observation checklist and field-notes were used to answer the first research question about the implementation of peer assisted writing activity. The observation checklist is in the form of "yes" and "no". The observation checklist contains the teacher's activities, the students' activities, the learning material, and the technique which implemented during teaching and learning process. In addition, the researcher also used field-notes to gain the data to describe the implementation of peer assisted writing activity. Field-notes was chosen to give more information which were not stated in the observation checklist. Besides, the researcher also described the students' writing results. The researcher used ESL composition profile proposed by Jacob et al (1981:30) to analyze the students' writing. There are 5 components the researcher described, those are content, organization, language use, vocabulary, and mechanic. In addition, in this research questionnaire was also used to obtain the students responses toward the implementation of peer assisted writing activity. The questionnaire consists of 15 questions in form of multiple-choices. It classified into 4, question 1-5 deals with students' problem in learning English, 6-8 about the teacher's role, 9-11 deals with the general evaluation of the implementation of peer assisted writing activity, and 12-15 about the implementation of peer assisted writing to teach writing. All data gained from the instruments analyzed descriptively. Ary et al (1985: 322) state that descriptive research is designed to obtain information concerning the current status of phenomena.

RESULTS AND DISCUSSION
The Implementation of Peer Assisted Writing Activity to Teach Writing Recount Text to Teach Writing Recount Text

The researcher conducted the observation in three meeting. The subject of the study was X-1 class of MA Al-Khidmah Ngronggot which consisted of 27 students. The subject was chosen based on the researcher consideration after getting the information from the teacher. The level of proficiency was variant and it benefited the research because there were information which could be described.

In the first meeting, the class was started at 7.00-8.30 pm. The class was clean and the weather was fresh. The students were ready to learn. The teacher started explaining about the objectives that the students had to achieve at the end of the teaching and learning process. It was about writing recount text. The teacher explained the generic structure of the text and gave brief explanation about it. The teacher then asked the students to write. In this part, the teacher asked the students to implement peer assisted writing activity. The students were paired based on the students' proficiency in writing, more proficient paired with less proficient. The teacher helped the students to find their groups. The students had sat in groups. The teacher passed the guideline of the procedure of peer assisted writing activity and explained it. Step 1 explained, it is ideas. In this step, the *Helper*, students who are more proficient, helped the *Writer,* students who are less proficient, to get idea through asking the *Writer* some questions, "wh" questions, which related to character, setting, and events. Unfortunately, the students looked confused. The teacher then spread materials consist of example of recount text which was followed by "wh" questions. The teacher accomplished to explaining the procedure of the technique. Then the teacher asked the students to write. He gave 20 minutes to write. During the writing process, the teacher took control to whole activities the students did in the classroom toward the implementation of peer assisted writing activity. He spent his time helping the students to choose the appropriate vocabulary. As result, the teacher did not remind the students to do step 3, read, and directly come to the next step, edit. Twenty minutes passed but the students had not finished their writing yet. The teacher gave 5 more minutes to complete their writing. Time was up. The teacher asked the students to submit their writing. At that time, the English class was also over while the teacher had not given evaluation yet. As solution, the teacher informed the students that he would give the evaluation in the following meeting.

On the second meeting, 24th May 2014, the teacher implemented the same procedure in teaching writing recount text as the previous meeting. Before asking the students to write, the teacher gave motivation to the students. The students were ready to learn. At the first, the teacher gave general evaluation to the first students' writing. The evaluation emphasized on grammar, simple present tense, which most of the students made mistakes in that part. Then the teacher asked the students to sit based on the guidance in the first meeting and start writing. The teacher then checked whether or not the students had sat based on the guidance as in the first meeting. At that time, there were 2 students absent, 1 male and 1 female. The teacher asked them to sit based on his instruction. The teacher gave 25 minutes to complete their writing. While the students were writing, the teacher asked the group one by one to come forward to get the evaluation from the first writing result. This would not disturb the students' process of writing because it did not take much time. After completed, the teacher turned

around the class to ensure that the students had implemented the technique. The students could finish early and the teacher checked their writing for a moment. Then the teacher gave them evaluation personally through asking them to come forward. It meant that at that day, there were two teacher's evaluation, the result of the first meeting and the second meeting. In addition, the teacher also gave general evaluation as whole result of the students writing. He said that they had implemented the technique better. It proved by the results of their writing which showed better. The class was over.

The third meeting was held on 26th May, 2014. In this meeting, the teacher felt boring because they always asked to write. As result, the teacher gave a little motivation and better understanding about the benefit of writing. They had been motivated. The teacher then asked the students to write. The teacher gave the students 25 minutes as the previous meeting. He reminded the students that they who had finished might submit their writing to the teacher in order that the teacher could give them evaluation soon. Because it was the third meeting, the teacher did not find difficulty to implement the technique. The teacher turned around the class and once in a while reminded them about the procedure of the technique. Unluckily, the students were found that they skipped step 3, read, and directly come to step 4, edit. The students accomplished to writing. The teacher asked to submit their writing and gave evaluation. There were spare time. The teacher then evaluated the process of the students' writing from the first to the third. The teacher explained that the last meeting was the best. As soon as, the students clapped hands. The time was over. The teacher dismissed the class.

The Students' Writing Results toward the Implementation of Peer Assisted Writing Activity to Teach Writing Recount Text

There were three results of the students' writing because the teacher always asked the students to write in every meeting. But the researcher only used the third result to analyze because it was considered as the best.

ESL composition profile proposed by Jacob et al was chosen to analyze the students' writing. In Jacob, there are five components which must be presented in a good writing, those are content, organization, language use, vocabulary, and mechanic. Those five components finally used to judge the students' writing. There are four criteria of the students' writing, those are excellent to very good (EVG), good to average (GTA), fair to poor (FP), and very poor (VP).

Content becomes the first component the researcher analyzed. In this component, the researcher analyzed about the topic, logical development ideas, and content. The result shows that most of the students were better in topic. It meant that their writing had had topic discussed. Unfortunately, most of them weak in logical development and content. They mostly found difficulty to write logically. As result, their compositions were difficult to understand.

Criteria	Topic	Logical Development Ideas	Content
EVG	√	√	√
GTA	√		
FP	√		
VP	√		

Figure 1: The content results of the students writing

The following are the representative of the students' weakness in content.
- **Logical development**
"Yesterday, I and my family visited to Surabaya. I woke up at 04:00 a.m., ***when we took a bath, very cool the water."*** –Good to Average Level-
The paragraph above found that the writer seems difficult to develop the idea. It is as seen in the bold words. That sentence makes the paragraph a little bit difficult to understand. So, the researcher suggest a revision to that part as follows:
"Yesterday, I and my family visited to Surabaya. I woke up at 04:00 a.m. I directly took bath. It was so early so that the water was very cold."
- **Content of paragraph**
"*Last year, I invited my brother walked went in SRIRATU. First I went to SRIRATU. Moment into SRIRATU frightened and surprises seen like that luxurious and beautiful. First enter to lift I surprised and repeat."* –Very Poor-
The composition above is taken as an example represents to composition categorized as very poor. It is categorized as very poor level in term or content because there are some words which make the content so confusing. It is so vital related to the content because whether or not the messages of the content successfully transferred are based on the words chosen by the writer. As a result, a part of composition above is categorized into very poor level writing.

Organization become the next component the researcher used to analyze the result of the students' writing. In this component, the researcher decided three criteria, those are arrangement, clear ideas, and organization. They were all analyzed based on the component of recount text; orientation, series of events, and reorientation (optional).

Criteria	Arrangement	Clear Ideas	Organization
EVG	√	√	√
GTA		√	√
FP	√	√	
VP			√

Figure 2: The organization of the students' writing

The representative of the weaknesses of the students' writing result based on the organization are presented as follows:
- **Organization**
"Last year, I, my friends and my teachers went to Yogjakarta Palace. We went there after visiting Dirgantara museum. In Yogyakarta Palace we could see some history goods and asked someone about something. There a groups older people to play

instrument traditional music. And we took photographs with some tourist. After that we continued our trip to Borobudur temple." –Fair to Poor-

The generic structure of recount text is orientation, series of events, and reorientation. Unfortunately the composition above is not written suitable with the role of generic structure in recount text. In recount text, organization is as opening paragraph which introduces the participants, place and time. The composition above is not clear because it only consists of one paragraph.

- **Clear ideas**

"I walked to sightseeing what there is and see the people played games, and repeat played games. But my money did not enough. I'm only be able see them." –Very Poor Level-

The cut off the composition above has no clear idea. It is because the writer did not write the sentences in sequence with good word choices. Thus, the reader will be difficult to catch the ideas that the writer is going to deliver in that paragraph. As a result, the cut off the composition above categorized as a poor in presenting ideas.

The third component that the researcher analyzed was language use. There are several aspects the researcher analyzed based on the language use, those are tense, pronoun, article, preposition, and word order. The brief result showed in the following table.

Criteria	Tense	Pronoun	Article	Preposition	Word Order
EVG	√	√	√	√	√
GTA	√	√	√	√	
FP		√			
VP		√			

Figure 3: The organization of the students' writing

The following were some weaknesses the researcher found in the students' writing.

- **Tense**

"In Yogyakarta palace we could see some history goods and asked someone about something." –Fair to Poor-
➔ In Yogyakarta palace we can see some historical good and we can ask someone about anything.

"There a groups older people to playing instrument traditional music." –Fair to Poor-
➔ There were some groups consist of old people playing traditional instrument music.

"Last year, I invited my brother walked went in Sriratu." –Very Poor-
➔ Last year, I asked my brother to accompany me going to Sriratu.

"But my money did not enough." –Very Poor-
➔ But my money was not enough.

- **Article**

"There a groups older people ...." –Fair to Poor-
➔ There were groups of older people …

"... and see the people ..." – Very Poor-
➔ … and see people …

- **Preposition**

"... people to play instrument ..." –Fair to Poor-
➔ … people playing instrument …
"Last year, I invited my brother ...." –Very Poor-
➔ Last year, I invited to my brother …

- **Word Order**

"..., very cool the water." –Good to Average-
➔ …, the water was very cool.
"... instrument traditional music." – Fair to Poor-
➔ … traditional instrument music.

Vocabulary is one of the important components in writing. In this component, it deals with with whether or not the writer has chosen the appropriate vocabulary in his/her writing to express certain thing. The more appropriate vocabulary they use, the better his/her writing. And there are two criteria that the researcher uses to analyze whether or not the vocabulary the writer uses appropriate, they are word/idiom choice and usage and register.

The following are some of examples the weakness of the students' writing based on vocabulary analysis:

- **Word/Idiom Choice**

"My older brother drove the car." –Good to Average-
The word "older" is not appropriate if it is intended to represent to blood brother. It is better to be replaced by "elder."

"And we took photographs with some tourist." –Fair to Poor-
The word "photograph" is used informal situation. While in recount, it is enough to use "photo" or "picture" to replace "photograph". The test will be different.

"Moment into Sriratu frightened and surprises seen like that luxurious and beautiful." –Very Poor-
The word choice in the composition about is so messy. It makes meaning of the sentence is not understandable.

- **Register**

➔ *"I thought, this was happy."* –Good to Average
The sentence is obscured. It is not clearly explain the situation happened at that time. The word *"this"* makes the sentence a little bit to catch the meaning.

➔ *"In Yogyakarta palace we could see some history goods and asked someone about something."* – Fair to Poor-
The sentence is confusing and obscured because it does not use appropriate word choice and grammar.

➔ *"Moment into Sriratu frightened and surprises seen like that luxurious and beautiful."* –Very Poor-
The sentence is not understandable, confusing and obscured. It is because the register whether the word choice or the grammar used is not appropriate.

➔ *"I walked to sightseeing what there is and see the people played games, and repeat played games."* –Very Poor-

The composition above is also understandable, confusing and obscured. It is because the arrangement of words are not appropriate.

Based on Jacob et al (1981), the five component is mechanic. It deals with spelling, punctuation, punctuation, capitalization, and paragraphing. The following tables will briefly present the result of mechanic from the students' writing.

Criteria	Spelling	Punctu ation	Capitali zation	Paragraphi ng
EVG	√	√	√	√
GTA	√	√	√	
FP	√			√
VP	√			

Figure 5: The mechanic of the students' writing

Follow are some examples of mistakes that the students made on the mechanic:
- **Punctuation**
 "First enter to lift I surprised and repeat." –Very Poor-
 There are some mistakes found in the sentence above whether vocabulary or grammar. But the punctuation becomes the concern in this analysis. The sentence above should be given comma after word "lift". So the sentence will be like this: First enter to lift, I surprised and repeat.
- **Capitalization**
 "... and my teachers went to Yogyakarta Palace." – Fair to Poor-
 The mistake found the sentence above categorized capitalization is in word "Palace". It should be: Yogyakarta palace.
- **Paragraphing**
 The composition which categorized as fair to poor (FP) in this research is weak in paragraphing. It only consists of long one paragraph. It makes the generic structure of recount text not clearly arrange in that composition.

The Students' Responses toward the Implementation of Peer Assisted Writing Activity to Teach Writing Recount Text

Most of the students responded positive toward the implementation of peer assisted writing activity. They said that the technique was helpful for those who were difficult to find idea, decide the grammar and vocabulary, and arrange the sentences. The students' responses were presented in percentage as in the following table.

No	Option				Total
	A	B	C	D	
1	40%	56%	4%	0%	100%
2	100%	0%	0%	0%	100%
3	28%	68%	4%	0%	100%
4	0%	64%	12%	24%	100%
5	88%	0%	8%	4%	100%
6	12%	56%	32%	0%	100%
7	52%	36%	12%	0%	100%
8	0%	48%	52%	0%	100%
9	36%	28%	16%	0%	100%
10	32%	52%	26%	0%	100%
11	8%	64%	28%	0%	100%
12	32%	56%	8%	0%	100%
13	48%	44%	8%	0%	100%
14	32%	64%	4%	0%	100%
15	28%	72%	0%	0%	100%

Figure 5: The result of questionnaire

In conclusion, the implementation of peer assisted writing activity can be categorized successful although there were some problems. The problems occurred in the implementation of the technique did not influence much to the result of the process and the result of the students' writing. The students' writing results were also good. And most of the students also responded that the implementation of peer assisted writing activity to teach writing recount text was also positive.

CONCLUSION AND SUGGESTIONS
Conclusion

Peer assisted writing activity is one of the teaching writing techniques which have been proposed by Teo (2004). Based on the result of the discussion, it was found that the implementation of peer assisted writing activity to teach writing recount text to the tenth graders of MA AL-Khidmah Ngronggot was successful. The teacher had implemented the procedure of the technique completely although the students always skip step 3, read, but as far as it did not influence much to the process and the result of the students' writing, it did not matter. And the students were also enthusiastic to implement the technique in three meetings.

The students' writings were analyzed through ESL composition profile propose by Jacob et al (1981:30). It shows that the students' writings were satisfying from day to day.

The last was the students' responses. It was gained from the questionnaire that the researcher given. The result shows that most of them responded positive and they agreed that the implementation of peer assisted writing activity to teach writing was helpful especially for those who are less proficient in writing.

Suggestions

Writing is considered as a boring activity. Teachers should be able to choose appropriate techniques or create creative media in order that students do not feel bored when learning writing. Students' need is also under teacher's consideration in order that students have

motivation to learn. Peer assisted writing activity may become one of the teacher's choices when teaching writing. It is expected to be able to overcome the students' boredom because this technique proposes work collaboratively. And in implementing this technique, teachers have to pay attention to the time management in order that the technique can run well. In addition, teachers have to ensure that the students implement all the steps in this technique.

There must be further research in the same study; it is expected to the next researcher to do research in different areas. This technique could be implemented in different grades and themes. There are also many techniques to teach writing. The next researcher should be creative to do research related to those techniques in order that it is applicable widely and can help students' to learn English especially writing text.

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