**Implementation of REACT Strategy to Develop Students Ability in Writing Recount Text Self Experiences at Junior High School**

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**ABSTRACT**

*This study purpose to (1) to find out the learning process activity in improving the ability to write Recount Text for grade VIII students of SMPN 53 Bandung using the react strategy. (2) To find out the improvement in the ability to write Recount Text Self-Experiences for grade VIII students of SMPN 53 Bandung in writing recount text self -experiences using the react strategy. This type of research is descriptive research using a qualitative approach. Participants in the study were class VIII F SMPN 53 Bandung, totaling 33 students. This research was conducted in two cycles and data collection techniques used were Observation, Interviews and Field notes. The results of the data analysis show that the react strategy can be used to improve students' ability to write Recount Text Self-Experiences, this can be seen from the results of the achievement of the 1 and 2 cycle value, students give a very good response regarding the use of the react strategy. In addition, it also encourages students to actively follow the learning process and this react strategy to create a pleasant learning atmosphere. This strategy must be used continuously for better learning outcomes, especially in learning to write Recount Text of Self-Experiences.*

**Keywords:** *REACT Strategy, Writing Recount Text, Self Experienes.*

Penelitian ini bertujuan untuk (1) Untuk mengetahui aktivitas proses pembelajaran dalam meningkatkan kemampuan menulis teks recount siswa kelas VIII SMPN 53 dengan mengunakan strategi Relating, Experiencing, Applying, Cooperating, Transferring (REACT)*.* (2) Untuk mengetahui peningkatan kemampuan menulis teks recount siswa kelas VIII SMPN 53 Bandung dalam menulis teks Recount Pengalaman Diri dengan mengunakan strategi REACT. Jenis penelitian ini adalah penelitian deskriptif dengan menggunakan pendekatan kualitatif. Partisipan dalam penelitian adalah kelas VIII F SMPN 53 Bandung yang berjumlah 33 siswa. penelitian ini dilakukan dalam dua siklus dan teknik pengumpukan data yang digunakan adalah Observasi, Wawancara dan Catatan Lapangan. Hasil analisis data menunjukkan bahwa strategi Relating, Experiencing, Applying, Cooperating, Transferring (REACT) dapat digunakan untuk meningkatkan kemampuan siswa dalam menulis teks Recount, ini terlihat dari hasil pencapaian nilai siklus 1dan 2, Siswa memberikan respon yang sangat baik mengenai penggunaan strategi REACT. Selain itu, juga mendorong siswa untuk aktif mengikuti proses belajar dan strategi REACT ini menciptakan suasana belajar yang menyenangkan. Strategi ini harus digunakan terus menerus untuk hasil belajar yang lebih baik, khususnya dalam pembelajaran menulis teks Recount pengalaman*.*

**Kata Kunci:** strategi REACT, Menulis teks Recount, Pengalaman Diri.

**INTRODUCTION**

English lessons are one of the lessons taught to junior high school students as one of the preparations to be able to jump in and compete in this era of increasingly rapid globalization. The era of globalization demands changes in all fields, such as the fields of economics, politics, and education. Specifically in the field of education, to face these challenges, the Indonesian government continues to strive to improve the quality of education in Indonesia to create human resources that are ready to compete with other countries (Setiawan et al., 2022). One effort that can be made is to improve students' ability to speak a foreign language, namely English. According to the Ministry of National Education (Depdiknas, 2004) English is a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, feelings, and developing knowledge, technology, and culture using that language. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand or produce spoken and written texts that are realized in the four language skills, namely listening, speaking, reading, and writing. These four skills are used to respond to or create discourse in social life. In the context of education, English serves as a communication tool to access, store, and share information. In daily life, English serves as a communication tool to establish interpersonal relationships, exchange information, and enjoy the beauty of language (Nasional, 2004).Communication in English Through the use of Language English for various purposes and cultural contexts, students develop communication skills that accustom them to interpreting and expressing thoughts, feelings, and experiences through a variety of spoken and written English texts, to expand their interpersonal relations to an international level and to gain access to a world of knowledge, ideas, and values in English (Depdiknas, 2004).

Based on the Education Unit Level Curriculum (Nasional, 2004), one of the objectives of learning English in junior high schools is to develop the ability to communicate in English in spoken and written forms. These communication skills include listening, reading, and writing. By using several types of English text such as procedure, narrative, descriptive, recount, discussion, etc. Although the four abilities above are in the same position and side by side, it is the ability to write that is often used to train students to create or express ideas and thoughts through a piece of writing. Writing means pouring a thought into the form of writing or telling something to others through writing, so writing is a person's activity in expressing ideas, and thoughts, telling things to their ideas that want to be conveyed through words that are framed into whole and clear sentences. In other words, writing is an indirect form of communication. According to (Ningsih L, 2020), she said that there are several problems in writing English texts. Their problems are focused on the manner of writing and usually, they lack the vocabulary and mastery of grammar to start writing. Students think that writing in recount text is a difficult subject, plus students still have a limited vocabulary and still forget to use the second verb. Besides that, (Jayanti, 2019)explained that Writing is considered a difficult skill to master because Writing is a complex ability that requires students to have the ability to master the structure of texts, grammar, vocabulary, and mechanics. Writing recount text is a challenge for students, the difficulty comes from text structure, grammar, vocabulary, and writing mechanics. students also experience difficulties in writing other English texts, In their thesis, (Puspitaloka & Wahyuna, 2018)stated that the difficulties they often experience are in the use of grammar. It is known that when writing English, it cannot be separated from the ability to write using grammar that is in accordance with what has been determined.

As discussed above, the problem that occurs should have a solution so that it does not have a prolonged problem. One of them is by choosing the right learning strategy and according to the circumstances of the environment, learning strategies are important things that must be considered. With learning strategies, teachers will find it easier to determine information and manage step-by-step learning that will be carried out effectively. Learning strategies are a common component of a series of learning materials and procedures that will be used jointly by teachers and students during the learning process (N. H. Ningsih, 2020)Therefore, researchers choose one of the learning strategies as a solution to the problems mentioned above, namely the strategy (Relating, Experiencing, Applying, Cooperating, Tansfering), the Relating, Experiencing, Applying, Cooperating, Transferring (REACT) learning strategy is a learning concept that helps teachers connect learning materials with real-world situations, can also encourage students to make connections between the knowledge they have and the application in everyday life, so that they are familiar with which vocabulary and grammar are good and correct to use.

Previously there were several researchers who studied Relating, Experiencing, Applying, Cooperating, and Transferring (REACT) strategies in the learning process which the authors could use as a reference in conducting research writing. The first researcher is (Rifai, 2014), The results of her research explain that the Relating, Experiencing, Applying, Cooperating, Transferring (REACT) strategy is very effective for learning to write descriptive texts. In addition, (Oktafiani, 2021) in her thesis stated that the results of the study showed that the application of the Relating, Experiencing, Applying, Cooperating, Transferring (REACT) Strategy was significant in improving students' speaking skills in terms of accuracy and fluency. This was evidenced by the average score of cycle 1 of 66.87. Classified as good enough, then increased to 79.02. Good in cycle II. Higher than the average score of the diagnostic test, which was 58.95, which was quite adequate. Therefore, there was an increase in speaking ability in terms of accuracy in mastering vocabulary and fluency speaking. The success of the Relating, Experiencing, Applying, Cooperating, Transferring (REACT) strategy in increasing students' abilities in the learning process was also expressed (Permatasari, 2017) in his thesis, that the REACT strategy also succeeded in increasing conceptual understanding after the REACT strategy was implemented in energy science subjects which were marked by an increase in conceptual understanding in each cycle. Understanding of this concept is also strengthened by calculating scores using the Ngain formula, where in cycle 1 the calculation results are 059 and in cycle II the calculation results increase to 0.77.

Learning with the Relating, Experiencing, Applying, Cooperating, Transferring (REACT) strategy is contextual learning, which is a learning concept that helps teachers relate the material they teach to students' real-world situations, and encourages students to make connections between the knowledge they have and its application in their daily lives as members of the family or community (Depdiknas, 2004). This learning strategy was developed with reference to constructivism because learning using this Relating, Experiencing, Applying, Cooperating, Transferring (REACT) strategy requires students to engage in various activities continuously, think, and explain their reasoning. In this case, the teacher tries to instill in the students a sense of interest, confidence, and a sense of need for understanding.

The purpose of this study is to determine the implementation of the Relating, Experiencing, Applying, Cooperating, Transferring (REACT) strategy for learning process activities that aim to improve students' ability to write self-experience recount texts of eighth-grade students at SMPN 53 Bandung and to find out the improvement of the ability to write Recount texts self-experience of eighth-grade students at SMPN 53 Bandung using strategies Relating, Experiencing, Applying, Cooperating, Transferring (REACT). **METHOD**

In this research, the writer uses a qualitative approach because he intends to find out the process of applying the Relating, Experiencing, Applying, Cooperating, Transferring (REACT) strategy in improving the writing skills of junior high school students' self-experiential texts in the form of descriptive. According to (Fraenkel et al., 2012), a qualitative approach is a research study that includes the quality of relationships, activities, situations, or materials. This type of research places more emphasis on holistic descriptions, namely describing in detail everything that happens in a particular activity or situation rather than comparing the consequences of a particular action. The process of using the Relating, Experiencing, Applying, Cooperating, Transferring (REACT) strategy to improve students' writing skills in the form of storytelling as a learning approach and to find out significant differences between students before and after using the Relating, Experiencing, Applying, Cooperating, Transferring (REACT) strategy. For research design, we apply a Classroom Action Research (CAR) design which is a form of qualitative research strategy with a constructive paradigm. According to (Kemmis et al., 2014), classroom action research is a strategy used to detect and solve problems faced by educators by taking concrete actions through research procedures called the teaching cycle. Thus, the research was carried out in a systematic, reflective manner towards the various actions taken by students and teachers who were also researchers, to improve the learning conditions carried out.

The instruments used in this study in collecting data: are observations, interviews, and field notes. Observation describes the setting that is observed, the activities of the people participating in the activity, and what meaning is observed from the perspective of the observer. The interview consists of questions designed to obtain certain answers from the respondent (Fraenkel et al., 2012). Field notes are detailed notes made by researchers when observing or interviewing informants (Fraenkel et al., 2012).In checking the validity of the data, the writer used a triangulation strategy. According to (Fraenkel et al., 2012), triangulation determines the validity of the researcher's observations, checking what someone hears and sees by comparing information sources.

In this study the data will be presented in the form of descriptive analysis, data obtained from various sources, using various data collection techniques. In accordance with statement Qualitative research generally uses unstructured or semi-structured interviews. The observation made in this study is where the observer fully participates in the group being observed (Fraenkel et al., 2012). This research will be conducted in 2 cycles, each cycle consisting of 2 meetings, and each cycle consisting of planning, acting, observing, and reflection stages. The sampling technique used in this study is saturated sampling which is included in non-probability sampling. According to (Fitriani & Sugiyono, 2018) saturated sampling is a sampling technique in which all members of the population are used as samples. Saturated Sampling differs from a census because a census has a large population, whereas saturated sampling uses a relatively small population, although both use the entire population as a sample.

The participants in this study were 33 students of class VIII B at SMPN 53 Bandung. The author uses a saturated sampling method. According to (Fitriani & Sugiyono, 2018), saturated sampling is a sampling technique in which all members of the population are used as samples to take samples in this study. Saturated sampling is often done when the population is relatively small, less than 30 people, or research that wants to make generalizations with very small errors.

**RESULTS**

Analysis of data from observation instruments, interviews, and field notes shows that: 1) The REACT strategy can improve students' abilities in writing recount texts, 2) Students can improve and develop their abilities in writing confidently 3) Students are more enthusiastic about learning English when studying with using the REACT strategy 4) students can develop their ability to discuss when working in groups 5) the REACT strategy teaches students to be more sensitive to their social environment. In implementing the teaching and learning process, researchers assessed students' attitudes and test results starting before learning using the REACT (Pre-test) strategy until students had already carried out learning using the REACT (post-test) strategy. The following is an explanation and achievement of student scores:

Table 1. Results of student work on the Pre-test

|  |  |  |  |
| --- | --- | --- | --- |
| Interval | Amount of student | Percentages | Category |
| 90 – 100 | - | - | Excellent |
| 80 – 89 | - | - | Verry Good |
| 70 – 79 | - | - | Good |
| 60 – 69 | 2 | 6% | Fair |
| 50 – 59 | 8 | 24% | Less |
| 40 – 49 | 23 | 70% | Very less |

Based on Table 1 data, only two students scored on Fair at a presentation of 6%, students who got in the less category totaled eight people at a presentation of 24%, and finally students who got very low scores or could be said to have failed a total of 23 people who were presented at 79%. In other words, students still cannot write recount text, and 94% of students are in the lesser category.

Table 2. Student Work Results in Cycle 1

|  |  |  |  |
| --- | --- | --- | --- |
| Interval | Amount of student | Percentages | Category |
| 90 – 100 | 4 | 13% | Excellent |
| 80 – 89 | 15 | 45% | Verry Good |
| 70 – 79 | 9 | 27% | Good |
| 60 – 69 | 5 | 15% | Fair |
| 50 – 59 | - | - | Less |
| 40 – 49 | - | - | Very less |

Table 2 shows that there are 4 students who get an Excellent category score with a percentage of 13%, 15 students get a very good category with a percentage of 45%, and students who get a good score are 9 people with a percentage of 27 %, the last 5 students get a Fair score with a percentage of 15%. This shows that cycle one of learning to write recount text using the REACT strategy was quite successful and made students' writing skills increase.

Table 3. Student Work Results in Cycle 2

|  |  |  |  |
| --- | --- | --- | --- |
| Interval | Amount of student | Percentages | Category |
| 90 – 100 | 24 | 72% | Excellent |
| 80 – 89 | 6 | 18% | Verry Good |
| 70 – 79 | 3 | 9% | Good |
| 60 – 69 | - | - | Fair |
| 50 – 59 | - | - | Less |
| 40 – 49 | - | - | Very less |

In Table 3, there are quite a lot of students who got a Excellent score, namely 24 students with a percentage of 72%, there were 6 students who got a Very Good score with a percentage of 18% and there were 6 students who got a Good score with a percentage of 18%. and students who got good grades totaled 6 people with a percentage of 18%. The score was 3 people with a percentage of 9%. Thus, the use of the REACT strategy in improving students' self-experiential recount text writing skills at SMPN 53 Bandung can be said to be successful.

Table 4. The Comparison of Student’s writing Scores

|  |  |  |
| --- | --- | --- |
| Test | Total Score | Mean Scores |
| Pre-Test | 1455 | 47,36 |
| Cycle 1 | 2460 | 79,45 |
| Cycle 2 | 2917 | 89,58 |

Table 4 shows the comparison in test results from each cycle that has been carried out consisting of the pre-test, Cycle 1, and Cycle 2: In the Pre-test students get a score of 1455 with an average value of 47.36, Cycle 1 students get a score of 2460 with an average - average score of 79.45 here there was an increase of 32 points and the last one in the cycle 2 test students got a score of 2917 with an average score of 89.58. This shows that there is an increase in students' ability to write a Recount of the previous text. The difference in scores obtained in the pre-test, cycle 1, and cycle 2 can be seen in the diagram below:

**DISCUSSION**

The results showed that the REACT strategy could improve students' ability to write self-experiential recount texts. In line with the findings of previous researchers, (Ningsih, P.A. 2015), the REACT strategy is very effective for learning to write English texts, especially recount texts, because contextual learning that connects daily activities with material makes the class atmosphere fun and not boring. boring. In other words, in line with the findings of (Suharsih et al., 2016) learning through the REACT strategy makes students play an active role in discovering new knowledge through the context of their lives and discovering concepts in their learning.

In this discussion, the researcher will explain the teaching and learning process from beginning to end to obtain data from observations and interviews (Gayatri & Gaffar, 2023). The researcher conducted class observations and interviews with students about their ability to write recount texts before and after learning by using the REACT strategy. The following is a sequence and explanation of the teaching process for class VIII F students of SMPN 53 Bandung.

Apart from the results of data analysis, the researcher also conducted interviews with students as a support. Before participants received learning using the REACT strategy, students were asked to complete the task on the student worksheet regarding writing Recount text. The results can be seen in table 1. After working on it, the writer began to conduct interviews with several students regarding recount text; At first, they thought that writing English texts was difficult, this was in line with the research results from (Novri et al., 2018) which stated that at first many students claimed to have difficulty when they had not used the REACT strategy, they also thought that learning English was very boring (Diarta et al., 2023). Not a few of them also consider writing English texts very difficult because there are many things that must be considered, such as the use of tenses, mastery of vocabulary and the placement of words at the right time is very difficult, this is in line with the results of (Apsari, 2017).

However, after learning to write a Recount text using the REACT strategy in cycle 1, the students thought that writing a Recount text about one's own experience was very simple, as simple as telling an incident or incident that we experienced this morning when we left for school until now, this is in line with the research results (Hamka, n.d.) apart from that, students also think that the REACT strategy is a fun new learning model, when they learn to use the REACT strategy they get motivation in Student learning also thinks that this strategy can make students think more critically, this is in line with (Putra et al., 2023).

Based on the results of research or field notes during the learning process, it was recorded in cycle 1 that: 1). At the first meeting, the researcher or teacher was not yet fully able to condition the students, so the students seemed to only focus for a few minutes. 2) Students still have difficulty working together in groups, because students only want to work in groups with their friends 3) Students look enthusiastic about learning using the REACT strategy (Herlina, 2022). Students still do not have the courage to present the results of their group work in front of the class. 5) Students are still embarrassed to ask and answer questions from researchers or teachers. in this research, the researcher plays a direct role in the research, not only as an observer (Fitriani & Sugiyono, 2018).

In its implementation, REACT strategy learning provides opportunities for students to make themselves more active and contribute to the learning process, this is in line with the opinion of (Riyanto, 2014) in their article which states that learning using the REACT strategy requires students to be more active and involved.

In Cycle 2, the researcher attempted to apply the REACT strategy so that students were expected to be able to understand the Recount text material according to the learning implementation plan (RPP). At this final stage and meeting, students no longer only work on student worksheets, but students are asked to create recount texts from their own experiences. After that, students present their work in front of the class. This is reinforced by the opinion expressed by (ÖZBAY & KAYAOĞLU, 2015) that the REACT strategy allows students to develop their individual competencies in learning in relation to real experience.

Researchers also observed classroom attitudes and situations. Based on the researcher's observations and field notes on the learning process that took place in the second cycle, it can be concluded that students are starting to be conducive and able to carry out learning well, in line with the opinion of (Fauziah, 2010) in her thesis which states that students show a positive response to learning through the REACT strategy, researchers began to correct deficiencies in the learning steps that had been made in the lesson plans, students began to understand which forms of words should be used, students became more accustomed to discussing, and students dared to present their work, apart from that, students also had the courage to respond to input from the teacher in line with (Sari, 2020).

After implementing the REACT strategy, both cycles 1 and Cycle 2, students can improve and develop their ability to write confidently (Suryaningtyas & Halimah, 2017). This can be seen when students receive assignments, students no longer ask a lot of questions but students are more enthusiastic and confident when assigned to create a Recount text. Students were also more enthusiastic about learning English when studying using the REACT strategy. This can be seen from their statements when interviewed, they were of the statement that there was a certain enthusiasm or interest when they received learning using the REACT strategy which was in line with (Herlina, 2022).Therefore, students get quite good grades in cycle 2.

Referred to from the purpose of this study is to determine the implementation of the REACT strategy for learning process activities that aims to improve students' ability to write self-experience recount texts of eighth grade students at SMPN 53 Bandung and to find out the improvement of the ability to write Recount texts self-experience of class VIII F students at SMPN 53 Bandung using strategies REACT. So, the results of this research can be concluded that the REACT strategy can improve students' ability to write recount texts about personal experiences, by carrying out two cycles at three meetings. In the process, students were very enthusiastic and able to work together, in line with research conducted by (Rahman et al., 2023) which states that the application of contextual learning REACT strategies has proven to be efficient and effective in increasing students' enthusiasm and motivation to follow Learning Activities. so that learning to write recount texts using the REACT strategy took place smoothly and conducive.

According to (Musyadad & Avip, 2020) the REACT model can grow the communication skills of students who are learning. In addition, the REACT strategy model can improve students' Problem-solving thinking skills and active learning motivation. Students in teaching and learning activities in class should find it easier to understand the subject matter. in line with research conducted by (Azmiyyah & Lianawati, 2021) which states that the application of contextual learning REACT strategies has proven to be efficient and effective in increasing students' enthusiasm and motivation to follow Learning Activities. Apart from that, (Pasla et al., 2022) also states that the REACT strategy really influences the process and mood of students.

**CONCLUSION**

Based on the results and discussion, the researcher can draw the conclusion that the application of the REACT strategy can improve the ability of class VIII F students of SMPN 53 Bandung to write self-experiential recount texts. The following is an explanation of the data obtained by the researcher during the research.

First, the REACT strategy can improve students' ability to write recount texts with confidence. It can be seen that when students have received learning using the REACT strategy, students get much higher scores before using the REACT strategy in learning to write self-experiential recount texts. In the Pre-test, only 6% of students were able to get enough marks, while students who got very low scores or were said to have failed were at 70%. After learning in cycle 1 students experienced an increase in grades, namely around 13% of students got Excellent scores and the lowest student scores with the sufficient category were at a percentage of 15% after learning cycle 2 using the REACT strategy students were able to achieve the Excellent category with a percentage of 72%. and students with the lowest scores with numbers 70-79 in the good category at 9%.

Second, students are more enthusiastic about learning English when learning using the REACT strategy and students are more sensitive to their social environment. This was proven by their statements when they were interviewed, they were very enthusiastic and enthusiastic since the REACT strategy was implemented in their class, and they enjoyed and did not get bored when learning to write recount texts took place. In addition, students have also started to get used to discussing properly and no longer choose to choose friends when they want to discuss so that social relations between students can be maintained properly.

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