



Teachers' strategies to teach writing Explanation texts

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Article Info

Article History:
Received on 6
September 2021
Approved on 25
December 2021
Published on 30 March
2022

Keywords:
Teaching Strategies;
Teaching Writing;
Explanation Text

Abstract

The strategy in teaching is very important for the teacher in teaching writing, especially in teaching writing explanation text. The teacher must have a variety in teaching to help the students study successfully. This research was intended to find out the teaching strategies used by the teachers at SMAN 10 Garut. The purposes of this research are to identify some of the teachers' strategies and techniques used in teaching writing explanations. The data needed is gained through a sample consisting of 4 SMAN 10 Garut (Senior High School) teachers. The teachers are provided with 18 questionnaires. The responses are in the form of Yes, Sometimes, and No to the statements given. Then, the result is formulated by using: $= f \times 100\%$. This research used the descriptive method and employed qualitative data. The writer observed the teachers in teaching writing explanation text and using teachers' observation form also. Based on the findings, (61. 11%) of the respondents perceive that various teaching strategies were needed for the students. Based on the writer's interpretation, it is suggested that the teachers practice specific strategies for teaching writing explanations.

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INTRODUCTION

Writing is one of the essential skills that students in Senior High School must accomplish. They may express ideas, information, and thoughts through writing. They use written language to express feelings and experiences wholly and regularly. However, when expressing oneself, Essays or paragraphs represent ideas and thoughts. Students still make some errors when they are writing. In this case, teachers have an important role in helping the students minimize the student's errors in writing. Teachers need a strategy for helping students to improve students writing skills.

Teachers' strategies are essential in the learning and teaching process. The teachers must improve the teaching method by implementing good strategies. They play a necessary strategy in helping the student achieve the goal of language learning. The teacher also needs to improve their techniques in teaching. Ariyanti and Fitiana (2017) said that teachers must move away from various traditional methods and switch to a new approach to apply in the writing classroom to improve their students in all aspects of essay writing. In addition, modern teaching techniques and aids are indeed very helpful in enhancing students' writing ability. The teacher must help them express ideas in the language being taught. The teachers are obligated to find suitable teaching strategies. According to Horby (1980), strategy is the technology of planning operations and actions, especially the movements of the army and navy, or the ability to organize and carry out something. Another theory from Ahmad (2007) stated that this strategy is intended as a teacher's effort to create an ecosystem that enables the educational process to achieve and succeed in formal learning goals. Based on this explanation about the strategies in the learning and teaching process, it proves that the teacher needs some strategies in the learning process to help students understand the material and improve their skills in English.

The teacher needs the strategies in teaching in the classroom because the teacher has some capital tasks that must be done. Those are: the teachers must plan, teach, and evaluate the teaching-learning activity. And to do so, the teachers have to comprehend something closely related to the teaching-learning process. Typically, strategies are divided into three main categories: metacognitive, cognitive, and socio-affective. Brown (1994) explained that Metacognitive is a term used in information processing theory to indicate an executive function of the strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring one's production or comprehension, evaluating knowledge after an activity is completed. Cognitive strategies are more limited to specific learning material itself. Socioaffective strategies have to do with mediating social activity with others. These strategies will help the teacher in the learning process to deliver the material in the learning process. The other hand, the teachers need to help students because teaching is showing or helping someone to understand as Brown (2007) stated that teaching is showing or helping someone to learn something, giving instructions to someone, guiding someone in the study of things, giving knowledge to someone, and knowing something to someone. It is defined as making people understand. However, teaching and learning cannot be separated. It cannot be defined separately from learning.

Teachers have a role in the classroom. Harmer (2004) stated that teachers have five parts: controller, prompter, participant, resource, and tutor. As the controller, the teacher must control the class or activity and often lead from the front. As a controller, he takes the register, tells students, organizes drills, reads aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom. Then as the prompter, the teacher gives the solution for students if they get the problem in the learning process. The teacher only provides the solution without giving the answers to their students. Like the participants, the teacher stands back from the activity of learners to get on with it and only intervenes later to offer feedback and correct mistakes. As the resource, the teacher takes part or tries to control the students, or even turns up to prompt they might be entirely unwelcome. The help should be capable of applying suitable methods and techniques of language learning. Based on these explanations, it proves that the teachers have an essential rule learning process.

The teacher is the director of all students' behavior, and the students are imitators of her non-verbal model. The teacher is the authority in the classroom. The teacher and the student are more like panthers in the teaching-learning process. A teacher should be able to improve their student's skills. Students must master four skills. One of them is writing. According to Oshima (1996), it is one of the basic skills to be learned. Writing is a process of creating, organizing, writing, and polishing. Writing is one of the productive skills that can be used to measure students' improvement in learning English. Another theory of writing explained by Karim and Rachmadi (2015) stated

that writing conveys ideas on a piece of paper where this activity aims to produce a good article by each writer, in this case, that is meant students.

Writing as one of the productive skills that students or writers must master is delivering ideas on a piece of paper. Producing good writing that meets the rules of writing is the goal of every author or student because it is significant for the success of every student or writer in learning the language. In teaching English, there are some kinds of texts that the students must master. One of them is an explanation. According to Horby and Garry (1980), an explanation text is a text that explains the processes involved in the formation or workings of natural or social, cultural phenomena. Especially for writing explanation text, students need techniques to help them write the text. Based on Haerazi Et al. (2020), writing activities manifest the latest language skills that English teachers should acquire after listening, speaking, and reading. Compared to the other three skills, writing skills are more challenging to learn than native speakers because they require learning various language elements and aspects and the language itself. Writing is one of the basic skills that the student must master. It proves by the statement from Patel (2008) Writing is a skill that must be taught and practiced. Writing is an essential feature of learning a language because it provides a very good way of fixing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at a higher stage—there are some writing processes.

There are some stages in writing classroom activity as Richards (2002) stated that The writing process as a classroom activity incorporates the four primary writing stages. Planning, drafting (writing), revising (redrafting), and editing. The teacher also has three other externally imposed stages on students: responding (sharing), evaluating, and post-writing. Here is the plot of the process of writing. The writer will explain all steps. The planning in writing is essential because the student can plan their activity and prepare something related to the report. They can write their idea on paper after they plan their training in pre-writing. The second stage is drafting. In section, the writers focused on writing fluency and were not preoccupied with grammatical accuracy or the neatness of the draft. The third stage is editing. At this stage, students are engaged in tidying up their text as they prepare the final draft for evaluation by the teacher. For the editing section in writing, the student can evaluate their mistake and tidy up their writing. The last stage is revising. In the revising area, students change. They review their texts based on the feedback given in the responding setting. The final step is essential for the writer to find out their mistake forgive their input for their writing. Then in the revising stage, the writer can find out the weakness of their writing

Teachers need some techniques or strategies to teach writing to make the learning process simple and successful. Based on Patel (2008), teaching writing techniques involves using pictures and reading, using all language skills, and controlling writing. In using the photo, teachers can find a valuable resource in the image: drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts, and maps. First of all, pictures provide a shared experience for students, a joint base leading to various language activities. Then in the process of using reading, The teacher gives a short story, a newspaper column, an advertisement, a letter, a magazine article, a poem, or a piece of student writing that can work the same way as a picture to provide shared content in the classroom. In the process of using all language skills, The students will listen to each other listen-once the classrooms talk like, "Is she running? Yes, she is." With listening comes comprehending what the speaker is saying. The listener can then react by writing down his version of the information he has just heard for a reader. In the technique process in teaching practical writing, Practical writing has a clear purpose and a specific audience. Much of this everyday writing is "writing to get the thing done. "Messages, forms, invitation, letters, and instructions are types of writing that anyone might have to do at some time or other.

The previous study about teaching strategies in teaching writing has gained much attention from some researchers. Atikah (2018) presented a good model of effective teaching strategies in writing class. This result was based on small-scale research in one of the institutions in Indonesia. She collected the data by doing class observation and interview to evaluate the lecturer's strategies in teaching writing and note down the rationales of using specific strategies. Besides, she also used an online focus group to obtain the students' perceptions about the lecturers' ways of teaching. Her research result indicates that some teaching writing strategies have been applied to the class, improving their writing skills. The rationale for choosing the specific lecturer was due to his popularity among students and colleagues who consider him a good writing lecture in the EFL context. In general, the teaching approach implemented was the process-writing approach. Some strategies applied were the lecturer asked to share the students' draft orally to their peers and criticize

their essay, used different strategies to provide feedback (oral and written corrective feedback). Another researcher was Karunia (2019). She presented teacher strategies in learning English in teaching writing. Based on research that has been done that the teacher used some strategies in the teaching writing and learning process such as mind mapping and group discussion and the use of strategies in learning has a good impact on increasing student writing skills, students are more enthusiastic in following the learning material provided by the teacher. Irikawati (2017) analyzed the strategy in teaching writing. Several strategies are used, and almost all the steps in the strategy are conducted and implemented well by the English teacher. Prabantoro and Hikmat (2018) the researcher analyzed the teacher's strategy in teaching narrative text writing is using cooperative learning because this strategy keeps students active and can solve problems in analyzing generic structures, language features, and social functions of the narrative text so that they can make narrative text well. The other researcher is Raharjanto (2016). He used collaborative learning and discussion to analyze teacher strategies in teaching writing by forming groups and examining pictures.

There are some similarities and differences between previous and current studies. The similarities are studies are about investigating teachers' strategies to teach writing skills. Then the differences between previous research and recent studies are the previous research are focused by using group discussion and use some specific strategies in teaching writing such as mind mapping and group discussion, narrative texts, exploring the picture, applying cooperative learning to teach writing while in this research focusses on teachers' strategies to teach writing explanation text. This researcher will analyze the teachers' strategies to teach writing explanation texts by giving strategies in teaching writing. This research was intended to find out the teaching strategies used by the teachers in the Senior High School. The purposes of this research are to identify some of the teachers' strategies and techniques used in teaching writing explanations.

METHODS

This research method was qualitative descriptive analysis; all aspects will be formulated in a written essay. According to Alwasilah (2000), the observer provided the readers with facts and interpreted what was being investigated in descriptive research. In this research, the writer carried out an investigation. The descriptive method was used for this research. This is in line with Meleong's (2007) argument that the Descriptive methods interpret or explain the phenomenon.

The subjects of this study were the teacher at Senior High School. In abbreviations, the teachers' names are A.R, Y.R, A.S, and S.K. The issues were the English teachers. The teacher was selected because The primary purpose of the study was to describe and document what strategies teachers use in teaching writing explanation text at Senior High School. The researcher observes the teaching-learning process of the teachers in the class. The researcher observes how the teachers' strategies in teaching writing explanation texts.

In collecting data, the writer did three stages. The first stage was to organize the instrument. This study triangulated the methods to strengthen the validity and reliability of data. In other words, all data collection methods and the participants used in this study were the time to test and validate the data to see if it produces the same results (reliability). The instruments used questionnaire items and observation. Second, the questionnaire items were administered to the teachers to know their teaching strategies. And the last, the writer observes the teacher in the classroom to investigate their teaching strategies. The writer acted as a non-participant observer and used teachers' observation to observe the teaching explanation text's learning process. The writer observed the teachers' strategies while teaching writing explanations, beginning from pre-activity until post-activity. The writer only writes the actual activities in the classroom when the teacher is teaching, writing a description on text. Passive participant observation means the researcher only sits down and pays attention to the actual data. The questionnaires items were one of data collection of teachings in the descriptive method. It has been used to describe and support the data about the problem in teaching writing explanation. The questionnaire was given to the teachers for gathering data. It consists of 18 questions that respondents must fill. The choice completes the questions, Yes, Sometimes, or No.

Data analysis aims to discover patterns, ideas, explanations, and understanding (McMillan, 2010). In this research, the data collected are analyzed to clearly describe teachers' strategies to teach writing explanation texts at Senior High School. The writer did some steps for analyzing the data. The first step is editing. This stage checked the results of questionnaires collected to determine the suitability of respondents' answers. There were no replacement answers in editing with the intention

that the data was consistent and according to the research purpose. The second step is coding. At this stage, Coding is referred to as open coding, preliminary coding, or provisional coding. To interpret the data, the most frequent strategy is to read and reread all of the material and categorize it by looking for units of meaning-words, phrases, and sentences. After receiving the data, the researcher collected it at this stage. Involves the gathering of all data. The researcher groups all units with the same coding together. The data will be easier to read. In brief, by coding all of the data we gathered, we can highlight the appropriate data for this research topic. The last step is cleaning. At this stage, the data obtained and collected was then cleaned by checking the data and then only retrieving the correct data, so there was no dubious or false data.

FINDINGS AND DISCUSSION

Findings

These are the overall results of the investigation on teachers' strategies in teaching writing explanation texts.

Table 1. Teachers responses to questionnaire

The Questionnaire Number	Yes		Sometime		No	
	F	%	F	%	f	%
1. Apakah saudara selalu mengacu pada kurikulum yang berlaku ketika mengajar ?	4	100	-	-	-	-
2. Apakah saudara selalu menggunakan buku paket yang sudah tersedia di sekolah ?	-	-	4	100	-	-
3. Apakah saudara selalu membuat persiapan RPP terlebih dahulu sebelum mengajar teks explanation ?	4	100	-	-	-	-
4. Apakah saudara selalu menggunakan bahasa Inggris ketika mengajar writing teks explanation?	-	-	4	100	-	-
5. Dalam Mengajar Writing explanation, apakah saudara memperkenalkan terlebih dahulu teks explanation	4	100	-	-	-	-
6. Dalam mengajar writing explanation, apakah saudara selalu menjelaskan ciri ciri teks explanation?	4	100	-	-	-	-
7. Sebelum mengajar writing explanation, apakah saudara menjelaskan terlebih dahulu definisi explanation text?	3	74	1	25	-	-
8. Apakah saudara pernah menyuruh siswa untuk menterjemahkan hasil teks explanation yang mereka tulis ?	3	75	1	25	-	-
9. Apakah saudara pernah membuat group atau kelompok di kelas ketika mengajar writing explanation?	3	75	1	25	-	-
10. Dalam mengajar writing explanation, apakah saudara selalu menyuruh siswa meringkas teks explanation?	1	25	2	50	1	25
11. Dalam mengajar writing explanation, apakah saudara mengajarkan dengan cara menyusun kalimat ?	2	50	2	50	-	-
12. Apakah saudara selalu menyuruh siswa untuk menentukan ide/ gagasan yang akan dikembangkan dalam menulis teks explanation?	2	50	2	50	-	-
13. Apakah saudara selalu memberikan tugas kepada siswa untuk membuat teks explanation di rumah?	4	100	-	-	-	-
14. Apakah saudara memiliki strategi pembelajaran dalam mengajarkan writing explanation?	3	75	1	25	-	-
15. Pernahkah saudara mengajar writing explanation dengan menggunakan berbagai strategi sehingga siswa bisa menulis teks explanation dengan baik?	2	50	2	50	-	-

16. Apakah saudara selalu memberikan motivasi kepada siswa yang kurang dan yang belum bisa menulis teks explanation?	3	75	1	25	-	-
Sum	44	1100	27	675	1	25
Average	2.44	61.11	1.50	37.50	0.06	1.39

Based on the Table above, it is clear that respondents would prefer yes answers to sometimes answers and no answers. But, there are two dominant choices between yes solution and sometimes answer. Data above show that all the teachers had different characters when teaching. Teacher AR asked students about explanation text before teaching.

“Do you know about explanation text? “

Some students responded to the teacher's question by referring to their understanding of explanation texts. Following that, several students discussed explanation texts. Teacher A.R went over the purpose of explanation texts, the basic structure, and language aspects in the teaching process. After that, teacher A.R. inquired about the material with the students.

“Do you understand about the material? “

Students said that they understood the material. After that, Teacher A.R asked students to make explanation texts.

Teacher Y.R had a different way of teaching with teacher A.R. Before teaching, and teacher Y.R did not ask students about explanation texts. She didn't go over the basics of genre theory instead of focusing on explanation texts. She described the explanation text's purpose, general structure, and language features. Teacher Y.R did not ask students about the material after she had finished teaching since she assumed that students understood it. Teacher Y.R instructs students to write/create an explanation text at the end of the teaching process.

Teacher A.S. and S.K. manage the class differently than teacher A.R. and teacher Y.R. They do not maintain control over the class, resulting in a noisy situation. The teaching method was considered ineffective as a result of this situation. Teachers A.S. and S.K. also instructed students to write/create explanation texts without specific instructions. As a result of this situation, some students were confused by the assignment.

The data interpretations

The findings of the research will be interpreted based on the number of each question. Based Figure 1, most teachers teaching explanation texts were based on the curriculum because the curriculum is a teaching reference to attain the purpose, but all teachers use English books. Still, the teachers use other books such as 'LKS.' The teacher always prepares the RPP before teaching, writing explanation text for students. The teacher uses RPP because it is essential to succeed in the class's teaching process. The teachers sometimes use the English language. They try to mix between English, Indonesian, and Sundanese languages to understand the teacher's explanation. The teachers always give the example of an explanation text before the students write it so that they do not get confused when they write an explanation text. The teacher always gives a detailed explanation about the explanation text, such as the generic structure and language features, so the student understands materials, especially for writing an explanation text

In teaching writing explanations, the teachers sometimes faced some problems. The teachers felt the delivery method because they were afraid that the students could not understand the way of delivery. Based on the interpretation above, most respondents chose yes to the statements given. It meant that the respondents almost had a good strategy in teaching writing explanations. In this case, the English teachers should be able to increase the suitable strategies in teaching.

Every teacher has a unique approach in teaching writing. Teacher A.R. has good teaching strategies because he constantly asks students questions before going on to the next section. The interaction between Teacher A.R and the students was active during the learning process. Student A asked about explanation texts with the teacher.

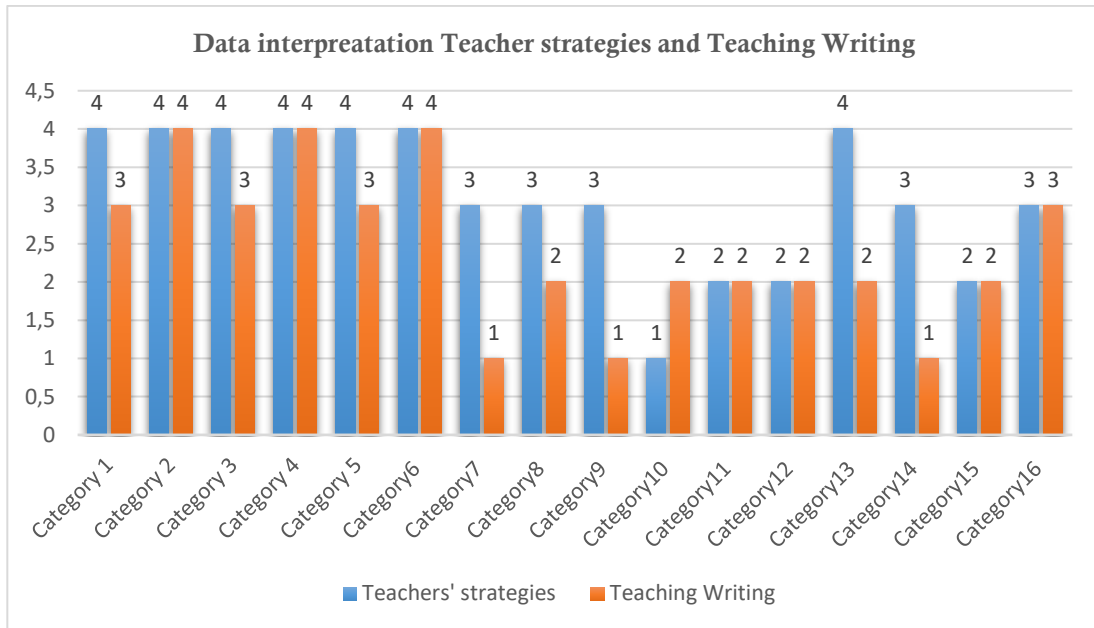


Figure1. Data interpretation teacher strategies and teaching writing

Student 1 told the teacher A.R that she understood the material. Still, she told the teacher that when she started to write an explanation text, She occasionally forgot about the tense used when writing explanation texts.

“I understood about the explanation texts, but when I started to write an explanation text. I forgot about the tense and the rule.”

Student 2 told the teacher that she got the same problem with student 1. She forgot about the tense when she started to write.

“I got the same problem with student 1. I forgot about tense when I began to write and explanation texts.”

Student 3 was different from students 1 and 2 . She told the teacher that she did not get confused with the tense but got confused with the idea when she began to write.

“ I did not get confused with the tense, but I lost the idea when I began to write explanation texts.”

Based on students' problems, teacher A.R explained the tense and how to get an idea when they wrote explanation texts. At the end of the learning process, students said thank you to teacher A.R because they understood the material. They were enthusiastic when teacher A.R gave the assignment because they understood the material.

Teacher Y.R got the same situation in the class with teacher A.R about students' writing problems. Some students told the teacher that they were still confused with the tense , gain the idea and rule when they began writing and explaining texts. Teacher Y.R explained clearly about the tense and rules in writing explanation text.

“ Hello, students. I will explain clearly to you about tense, how to get an idea when you begin to write “

Teacher Y.R had a good strategy and can manage the class well so the material can be delivered clearly and students also understand with the explanation from the teacher Y.R.

Teachers S.K and A.S could not manage the class well, so the class was noisy. This situation confused some students, and some did not give attention to the teacher. So when the teacher gives them the assignment, they are still confused about how to do it.

Discussion

Based on the data analysis and data interpretation above, it can be concluded that the teachers almost have a good strategy in teaching writing explanation text. Ahmad (2007) stated that the strategy is intended as a teacher's effort to create an ecosystem that enables the educational process to achieve and succeed in formal learning goals. Especially in teaching writing, the teacher need more effort to create a good situation in the class. Karim and Rachmadi (2015) stated that writing conveys ideas on a piece of paper where this activity aims to produce a good article by each writer, in this case, that is meant students. Although the result is good, the teachers still need to increase their strategy in education writing explanation. The writer found some different data about their statement on the Questionnaire from the teacher's observation data. What the teachers chose on the Questionnaire with their activities at class was different.

Each teacher has different strategies in teaching writing explanations. They also have different characters. So, the writer got some difficulties in analyzing each other. According to the statement above, the writer would like to explain the teachers' strategies in writing explanations based on the teacher's form.

The first teacher was Mr. A.R. He taught the twelfth-grade student. When the writer observed, he was at class XII IPS 3. He was well prepared and well organized in class for the preparation stage. It is looked from the way he began the class activities with the good responses from the students. Before going further, he reviewed material then used the English book to new material about explanation text. He explained the definition of explanation text then he asked students about this material. The teacher explained the text's purposes, general structure, and language features, such as using simple present tense conjunction and noun phrase. Then he used the simple way in the teaching process to understand what he taught. He gave the simple technique of writing explanation text, so the student's enthusiasm for the subject led. When the student asked about explanation text, the teacher answered the question carefully and satisfactorily. The teacher knew the problem and gave the solution when the student got the problem—the methodology or strategies in the class were balanced and varied. The teacher strategies are practical and suitable for students' abilities. The teacher asked the students to write or write a descriptive text based on general structure and language characteristics. When the student has difficulties in writing explanation text, the teacher helps the students. After that, the teacher examines the result of the students' assignments.

The second teacher was Mrs. Y.R. She taught twelfth-grade students. When the author observed, she was in XII IPS 2 for the preparatory stage. She was well prepared and well organized. She checked the material and saw new material for obvious reasons. She had been warmed up in advance. Then she explained the material of the explanation text. While she gave direction, it was clear and concise so that the students could carry it out. After that, she explained the material was presented in a logical sequence. She did not explain the basic theory of the genres, but she focused on explanation texts. She explained the purposes, general structure, and language features of the explanation text. The teacher was careful and satisfactorily when she answered the questions from the student. But She did not know when the student was having trouble understanding because she felt that the student understood the material. The students were interested and enthusiastic about the subject taught because the teacher explained the material very well. The method or strategies from the teacher are not too effective because there are students who sleep in the class. The teacher gave the student assignment to make or write the explanation text to the student. Then she helped when the student had difficulties in writing explanation text.

The third teacher was Mr. A.S. He taught the tenth-grade student. Mr. A.S. was not different from Mrs. Y.R. and Mr.A.R in managing the class, but in the strategies and technique is different from the other. He explained material without using strategies effectively. The students did not understand what the teacher taught. The students felt confused with the instruction that the teacher explained. The teacher asked the students to write the explanation text without instructing them how to make a good writing explanation text. At the end of the teaching process, the teacher gave the students assignment, and he did not know that the students had difficulties writing explanation text. Then he left his class without checking the assignment of his students.

The last teacher was Mrs. S.K. She taught the tenth-grade student. When she taught, she did not control her students in teaching. She could not manage the class, and the course was noisy. She explained purposes, general structure, and language features of explanation text with condition class

were loud. The writer looked at the teacher used the strategy that was not suitable for the student's writing ability. She did not have a strategy to motivate her students in writing an explanation. So, many students did not understand and could not write explanation text well.

CONCLUSION

The following were conclusions of the research findings, which presented the teachers' strategies in teaching and learning writing explanation texts. The teachers' strategies were essential in teaching, especially in writing explanation text. The teachers' must-have strategy in teaching for helping students write explanations well. The teachers used many teaching strategies to motivate their students to write explanations. The teaching strategies were: the teachers helped students who could not write an explanation text. The teachers gave way to writing explanation text well when the students found some difficulty and some problem in teaching explanation. In teaching writing explanation text, the teachers always faced some problems. The problems faced by teachers were: the use of appropriate methods and techniques in teaching, the students did not understand the explanation text, and the students were still confused to determine their idea.

ACKNOWLEDGEMENT

The researchers would like to express their sincere gratitude to some parties, including the teachers and colleagues, for their valuable support and help while conducting and producing this research paper. Hopefully, the result will positively contribute to the educational development and the readers.

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