

**TEACHING AND LEARNING PROCESS IN WRITING CLASS
FOR THE SECOND SEMESTER EFL STUDENTS AT UNIROW TUBAN IN
ACADEMIC YEAR 2017-2018**

Budi Susatyo

Diah Rahmawati

Email: rahmawatidiah88@gmail.com

English Language Education Program at University of PGRI Ronggolawe (UNIROW)
Tuban

Abstract

The background of this research is based on the phenomenon of teaching and learning process in writing class. There are some problems that make the students did not create a good classroom interaction with the lecturer. One of them is the students still feel the difficulties in writing.

The problem of this study are: (1) How is the teaching and learning process in writing class for the second semester EFL students at unirow Tuban? (2) what are EFL students' responses in teaching and learning process in writing class for the second semester EFL students at unirow Tuban? (3) What are the problems faced by EFL students of the second semester at unirow Tuban?.The purpose of this study was to describe the teaching and learning process in writing, to know the students responses in teaching and learning process in writing and also to know the problem that faced by the students in teaching and learnig process in writing.

The research design of this study was descriptive qualitative research. The subject of this study was the second semester EFL students at UNIROW Tuban. The instruments used to collect the data are observation, interview and questionnaire.The writer conducted this research in writing class of second semester EFL students and observed six times.

The result of the study shows the teaching and learning process in three stages. Those are pre-writing activities, whiles-writing activities and the last is post-writing activities. In pre-writing activities the lecturer opened the class by greeting the students introducing the lesson plan, question and answer, review the students homework and the last is retelling the material. In whiles-writing activities the lecturer used eclectic method such as grammar translation method and students-discusion. The lecturer mostly used student-discussion menthod in teaching process from the first to the sixth meeting. In post writing activities the lecturer closed the class by giving homework and concluding the material. Most of the students agree that the writing class can assist their writing skill. But they face some problems in learning writing such as they still feel the difficulties in writing, they still get difficulties in arranging the sentences in the correct form as the grammar.

Key Word : *teaching writing,learning,teaching learning process, writing process and writing skill.*

A. Introduction

English is an important means of communication which is used in many countries in the world. English can help people to communicate with other people in other countries. It plays an important role in the process of modernization as an international language to be taught in schools. In Indonesia, English is taught as foreign language (EFL). It is taught at university, junior high schools and senior high schools, even in elementary schools. Studying English is not a new thing for the EFL students. But in fact, they still have many difficulties in mastering the english skills. There are four English skills that should be mastered by the EFL students. They are listening, speaking reading and writing. One of those skills is writing which still make the EFL students get the difficulties in it. Including for the students of university or for the students at school. They still feel those difficulties in writing.

In teaching and learning process . It provides a powerful means as self-expression as well as support for further learning. In writing, EFL students have to know how to make the types of text well. In addition, they also should know about grammar, spelling, connectives, punctuation, and other aspects related to the writing, to make their writing understandable. Those elements will help EFL students understand the material easily. That's why teaching and learning process has very great influence for the EFL students to master writing. the way the teachers teach the material and also the process of teaching and learning will effect the students' understanding and their succes in writing.

According to Richard (2002: 10) "In the latter type of interaction in classroom interactions, the roles of student as an active participant in social learning began to be emphasized". In other words, that student also has an important role to realize the goal of teaching learning process. it means that there should be a good classroom interaction between the lecturer and the students to reach the learning goals. As a matter of fact, in teaching and learning process, the second semester EFL students at Unirow did not create a good classroom interaction because they faced some problems in learning writing. So, beside the teaching and learning process, the writer also observed the problem that faced by EFL students in teaching and learning process in writing

B. Teaching Learning

According to Brown (2000: 7) teaching is guiding and facilitating learning, enabling the learner to learn also setting the conditions for learning. In short, teaching is an activity of helping, guiding and showing the learners in learning to get knowledge of

subject or skill that they want. In addition, according to Brown (2000: 7) learning is acquiring or getting of knowledge or skill of subject by study, experiences, or instruction.

teaching learning is several sources, media, tools, instructions and rules which will be used to grade teaching learning activities. It can be concluded that teaching is a process of facilitating and guiding learners to learn or develop something such as ideas, beliefs or the others as their knowledge. In the teaching process teacher should prepare the sources, media, tools, lesson plan to make the learning process run well and systematically done by the teacher.

C. Research Design

This is a qualitative research. In qualitative research, the writer does not need any statistic. The writer only needs to describe the subject of the research without giving any statistical data treatments. According to theme, research design that is used in this research is qualitative-descriptive. According to Creswell (2013) there are some Special Characteristics of Qualitative Study those are It is interpretive, situational, personalistic, When qualitative study is done well, it is also likely to be well triangulated, and Qualitative researchers have strategic choices, leaning more one way or another. According to Kothari (2004:3) *Research Methodology Methods and Techniques*, qualitative research is concerned with a qualitative phenomenon which is related to human behavior.

Based on the characteristics above, the writer wants to get the data in detail and a very specific term but the writer does not consider to the solution of the problem. The writer would emphasize on the knowledge on the phenomenon and interpret their specification within the classroom activity. This study also uses data from the student's work sheets.

The writer also applies qualitative descriptive method in this research because it generates in real situation about social phenomena. Qualitative research is an approach to social science research that emphasizes collecting descriptive data in natural setting, uses inductive thinking, and emphasizes understanding the subject's point of view. Natural means that qualitative research is done in the real setting as a direct source of data through the use of instruments such as field notes and transcriptions from observations and interviews. Here, qualitative approach is used to describe how the process of *teaching and learning in writing for the second semester EFL students at UNIROW Tuban* conducting

materials, methods, media, and evaluation also the result of teaching and learning process in writing.

D. Research Finding

D.1. Teaching and Learning Process In Writing

There are three stages that observed by the writer in teaching and learning process in writing, they are pre-writing activities, whiles- writing activities and the last is post-writing activities from the first to the sixth meeting. In pre-writing activities the lecturer opened the class by greeting the students, introducing the lesson plan, question and answer, review the students homework and the last is retelling the material. in whiles-writing activities the lecturer used three method in teaching process, those are eclectic method such as students discussion and grammar translation method. in post-writing activities the lecturer giving homework and concluding the material. The data were stated as bellow :

D.1.1 Pre-writing activities

From the first until to the sixth observation, the writer found that in this stage the lecturer used different ways in starting the class. Those are greeting the students, introducing the lesson plan, question and answer, review the students homework and the last is retelling the material. First of all, the lecturer greeted the students first before starting the lesson. That was occurred in all of the meeting from the first until the sixth meeting. For example :

L : “ Good afternoon students.”

S_{all} : “ Good afternoon sir”

In the first meeting, third meeting and the sixth meeting, The lecturer also introduced the lesson plan to the students before the learning activities begin. For example in the first meeting :

L : “ Well my dear students, this is our first meeting in writing, here you will learn to make a paragraph well, with correct structure and the characteristic of the paragraph. But before we learn the paragraph, we will learn about the structure of the sentences.”

S₁ : “ what structure sir?”

L : “ we will learn to make a sentence in correct form, such as S+V”

S₁: “ Ok Mr.Budi”

The lecturer used question and answer only in pre-writing activities in the first meeting. The question and answer mostly occurred in while-writing activities when the students were learning. Here, the lecturer did not motivate the students before learning. But the lecturer motivated the students when the students were learning in the class.

The lecturer also reviewed the students homework in starting the class. The lecturer did it in the second meeting and the fifth meeting. For example in the fifth meeting as the conversation below :

L: “You have done your homework, haven't you?”

S: “Yes I have”

L : “Ok, please present your homework, we will discuss the structure, grammar and please explain your topic sentence. Well, Dewi, please come forward and present your work”

S₁: “ but I am not ready Mr.Budi,”

L : “ Ok, anyone wants to try?”

Based on the conversation above, the lecturer stimulate the students to start the class by asking one of them to be the first to present their work on LCD. If the student is not ready, the lecturer will ask the other students to present the work.

The lecturer also stimulates the students by retelling the material in order that the students can remind the material. In the third meeting the lecturer started the class by retelling the material. For example :

L : the paragraph must be coherence and cohesion

Then he started to explained the meaning of coherence and cohesion.

L : coherence means is easy to read and easy to understand. The reader at least know the writer purpose and the context of paragraph. Then cohesion means that in a paragraph there should be the sentences which can support the topic sentence.

D.1.2. Whiles-Writing Activities

This is the second part of teaching process which is the most important part because in this part, the teaching learning process in writing class began. In this part, the lecturer chose the method that appropriate to the condition in teaching and learning process. From the first until to the sixth meeting, the lecturer used three method in teaching process, those are eclectic method such as students discussion and grammar translation method. Those methods were being applied by the lecturer which is related to the students condition in learning. The lecturer prefer to use eclectic method because he thinks that there's no perfect method. by combining some methods, the students will be guided to learn easily. Because of it, the lecturer chose to apply eclectic method in writing class.

From the first to the sixth meeting, the lecturer used different ways in teaching process. In teaching process the lecturer used three ways, those are explaining the material first, students-discussion, and the last is discussing the material with the students. The lecturer explained the material in the first meeting and the third meeting. For example in the first meeting :

The lecturer begins to explain the structure of the sentence on the whiteboard, he wrote some patern. Those are S-V-O, N+V, and N+V-Adverbial.

L : " well the students , this pattern are quiet simple, please make an example based on those patte rn. Ok from the first pattern "

S₁ : "Mr.Budi teaches writing".

L : " good tieko, Any other answer? "

S₂ : "I learn writing"

L : " very good, anyone wants to try? "

Based on the example above, the lecturer explained the material in teaching process. Not only that, in the third meeting the lecturer gave an example first in his explanation as stated below:

Susatyo's sister, Herawati, has a busy and interesting life. Herawati usually wakes up at 4:30 A.M. Then she drinks two glasses of water. Then she goes praying 'subuh', and then she likes to have physical exercise for a while. Then she likes to sit in the comfortable sofa, read a newspaper and drink a glass of warm milk. After about half an hour, she likes to work on the trees and flowers around her home. At about 8:00 she goes back inside and

takes a shower. Then she dresses, and goes to her friend to do the homework. When she finishes doing her homework, she goes shopping. She comes home at around 10:30, cleans the house, and cooks some lunch. From 12:00 to 12.30, she eats lunch with her younger brother, Buddy. From then until 7:30, she teaches piano, organ and guitar to her students. When she finishes, she eats dinner with her younger brother. In the evening she likes to watch TV and listen to the radio. At about 10 PM, she and her husband usually go to sleep.

L : “ this is the paragraph with the topic sentence, the paragraph is begun with the topic sentence. The topic sentence is the statement that will be developed. Like the paragraph above, the sentence that will be developed is Susatyo’s sister, Herawati, has a busy and interesting life.”

S : “ which statement which will be developed sir?”

L : “ the word Herawati, has a busy and interesting life. We can develop the word ‘busy and interesting life’ here.”

The difference of the first meeting and the third meeting is in the first meeting the lecturer explaining the material first then give example, while in the third meeting the lecturer gave an example then explaining the material.

Second is the students-discussion, the students-discussion is mostly used by the lecturer in three meeting they are in the second meeting, fifth meeting and the sixth meeting. For example in the fifth meeting stated as bellow :

Here is the student’s paragraph :

LIBRARY

There are some reasons why people prefer to do their duty in library. First, library is a quite place where everyone will stay quite and not make any noise. Quite place is a really good for everyone who needs to focus on something. It might be the one of the reasons why students prefer to study in the last of the third of the night, when people mostly still sleep tightly, so they won’t hear any voices. Second, in library we can find a lot of references. Library is the place where you can find and borrow various books of for free, but it depends on the rules of the library. All of the books will enrich your knowledge and provide any references you may need for your assignment. But, sometimes people choose to study there because library is a comfortable place where people can find a bunch of idea easily. So, we can conclude that the library is one of the places where we can study comfortably

L : “Ok , please present”

S : “ well friends, I would like to present my paragraph, the tittle is Library. The topic sentence here is in the first line There are some reasons why people prefer to do their duty in library. I chose the word some reasons why to develop my sentence. Do you find any error in the second line?”

S₂ : “ it’s correct”

S₁ : “ You can see the word ‘quiet place’ is there any error?”

S_{all}: “ no ”

S₁ : “ oh, for the third line is wrong, it is Quite place is a really good for everyone who needs to focus on something.it should be Quite place is really good for everyone who needs to focus on something. I erase the letter ‘a’.”

Then she continue her reading started on the forth line. Suddenly she stop reading because she was confuse in the word *any voices*.

S₁: “ what about the word any voices? Should I add –s behind the word voice?”

L : “ That should be voices.”

Then she continues her reading.

S₂: “ excuse me, I see the word ‘of for free’ in the sentenceLibrary is the place where you can find and borrow various books of for free. Is it of for free or freely? Mr.Budi how about ‘freely’?

L : “ Well, the right word you should use is ‘freely’ not for free. Because the rules is like that.”

Then she finished to read the paragraph. After she finished analysing the paragraph, the lecturer and the students gave applause to her. The lecturer decided to give her A, because her paragraph is almost correct and she can explain her paragraph.

Based on the example above the students discuss in analysing the paragraph together. Here in students-discussion, the lecturer acted as the moderator of the

discussion, and gave feedback to the student directly. While in the fourth meeting the lecturer discussed the material with the students. For example :

The lecturer showed a paragraph as follows:

Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian* coin remains as untarnished* today as the day it was minted twenty-three centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial and science applications. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection outside the spaceship. In conclusion, gold is treasured not only for its beauty, but also for its utility.*

Then the lecturer asked the students about the appropriate title for the paragraph, and also asked the students to analyze it. The lecturer already gave some underlined sentences to help the student to analyze it easily.

L : " Based on this paragraph, what do you think about the title of this paragraph?,

Find the topic sentence or the controlling idea, also supporting sentence and concluding sentence. I give you time 15 minutes to discuss with your friend"

The students discuss with each other to analyze the paragraph. Here, the students learn to know the structure of the paragraph and see the example directly. After the time for discussion is up, the lecturer asked the students to show the topic sentence as follows :

L : " which is the topic sentence?"

S : " the first sentence, because Gold can be explained more"

L : " Yes correct, we can develop the word Gold, because there's a sentence two important characteristics that should be developed."

Then the lecturer explained the usage of conjunction to develop the sentences which have already been underlined. There was a student named Tiekko asked the lecturer.

S : “ How to develop the paragraph?”

The lecturer then identify the paragraph gold. Then he asked.

L : “ why does the writer make a conclusion?”

S : “ To end the paragraph”

L : “ To make the reader understand fully” (the lecturer add further information)

Here the students participated to the discussion with the lecturer.

In teaching process the lecturer also created question and answer to the students, the lecturer used question and answer to know the students' understanding about the material. The question and answer almost occurred in whole meeting for example in the second meeting :

S₃ : “ I wanna ask about the function of conjunction”

L : “ The function to connect words, phrases, clauses, or sentences.any other suggestion or question students?”

S_{all} : “ No sir,”

Here ,the lecturer also motivates the students when the students were still nervous to present their work on LCD, it occurred in the second meeting and in the fifth meeting. For example in the second meeting :

When the lecturer asked the students to present their work, no one of the students wanted to try to present. Then the lecturer tried to encourage the students by saying “*C'mon who want to try, we will discuss it together*”. But no one wanted to try. Here, the writer found that the lecturer tried to make the class situation more active and alive. Then there was a student said that he was not ready. So the lecturer called the other student.

The lecturer also prefers to give feedback directly to the student's error on LCD, the lecturer's reason is if the error was corrected on LCD, the other students will be able to know the error and the reason why it is not correct also how the correct form of it.

D.1.3. Post-writing activities

In this stage, the teaching and learning process is end. The lecturer closed the class by giving homework and concluding the material. For example in the first meeting, the

lecturer gave homework to the students before the lecturer closed the class. as the conversation below:

L : "Now you make a paragraph with free topic"

S : "yes sir, "

The lecturer also concluded the material in ending the class. For example in the second meeting as stated bellow :

L : " my dear students , don't forget about the structure of the sentence when making a paragraph, use the conjunction to develop your sentences"

S : " Yes, sir."

L : " Ok, thank you so much for coming today, good bye"

S : " good bye sir"

D.2. The EFL Student's Responses In Teaching And Learning Process In Writing Class.

The writer would like analyze and interpret the data analysis and from the questionnaire. The writer used that percentage to show the students' answer in responding the teaching and learning process in writing class. There are 17 students who being the Respondents. Here, The writer found some problems in students' responses in teaching and learning process in writing class based on the result of the questionnaire. the students' responses is stated as bellow :

1. There are still many students who thinks that writing skill is not easy.
 - There are Five (5) students (29.4%) of who choose option disagree and two (2) students (11.8%) who choose option strongly disagree that writing skill is easy
2. Almost whole students think that writing skill is important.
 - There were Eight (8) students (47.6%) who choose option strongly agree and seven(7) students (41.2%) who choose option agree that writing skill is important.
3. Most of the students agree that the writing materials are relevant.
 - Eleven (11) students (64.7%) who choose option agree that writing materials are relevant.

4. Whole students were assisted to increase their skill in writing.
 - There were Nine (9) students (52.9%) who choose option strongly agree and seven (7) students (41.2%) who choose option agree that writing class can assist their writing skill
5. Most of the students understand everytime the lecturer explain the material.
 - Ten (10) students (58.8%) who choose option agree that they understand everytime the lecturer explain the material.
6. A half of the students did not state their idea to the lecturer about the material.
 - Two (2) students (11.8%) choose option strongly agree and three (3) students (17.6%) who choose option agree that they always state their idea to the lecturer.
7. Most of the students learn writing easily from the lecturer's way in teaching process.
 - There were four (4) students (23.5%) choose option strongly agree and eleven (11) students (64.7%) who choose option agree that they le learn writing easily from the lecturer's way in teaching process
8. Half of the students are being enthusiastic
 - Six (6) students (35.3%) who choose option agree that the writing class always makes them being ethusiastic

D.3. The Problem That Faced By The Students In Teaching And Learning Process In Writing Class.

To know the problem that faced by the students, the writer observed directly in teaching and learning process also make an interview with some students and take data from the questionnaire of the students' responses. Based on the students responses the problem that faced by the students are :

1. Some students still feel the difficulties in writing.

It is presented 29.4 % who choose option disagree and 11.8% who choose strongly agree that the writing skill is easy. Here the writer found that the students still feel the difficulties in expressing the idea on papper. Because they should put the grammar on the right place, for example in the students discussion when the students annalized the paragraph, most of the students error is in the grammar and the structure of the sentences which is stated their mean.

2. A half of the students choose to ask to the lecturer when they did not understand the material

Based on the data of interview, half of the students chose the ask to their friend or browse it on internet when they do not understand than ask directly to the lecturer because they think that on internet they can find further information. For example when the lecturer explained about material , then He gave a task, the students browsed it to see the othe example before they write the paragraph.

3. A half of the students did not state their idea to the lecturer about the material.

Here the writer found that a half of the students chose to keep silence and not state their idea. It is presented only 11.8% who choose option Strongly agree and 17.6% who choose agree that they always state their ideo to the lecturer about the matrial. It because of two factors, they are firstly the students have not understand completely about the material, secondly is the students feel lack in stating their idea in english.

4. Half of the students are being enthusiastic.

Only half of the students who are being enthusiastic, it is presented only 35.3% who choose option agree and no students choose option strongly agree that the writing class always makes them be enthusiastic. because they still feel lack in stating the idea in english on papper. The students got the difficulties that make them were not enthusiastic in writing class.

5. The students get difficulties in understanding the lecturer's explanation.

Based on the interview to the students, the students thinks that the lecturer explained the material too fast, so it makes some of the students get difficulties in understanding the lecturer's explanation. Moreover the students who do not master english well. Here the lecturer also explaining the material in indonesian.

6. The students get difficulties in arranging the sentences in correct form as the grammar.

This is the most students' difficulties in writing. the students still confuse in arranging the sentences in correct form as the grammar. Because the students usually arrange the sentences as what they speak , so they do not give attention too much in grammar. When they make a paragraph writing, the writer found the error is always in grammar and the structure of sentence.

Not only the students who feel the problems in teaching and learning process in writing but also the lecturer. Based on the interview the lecturer the problems that faced by the lecturer

are the facilities such as LCD, and when the students did not active. it will take longer time and interrupt the teaching process time.

E. DISCUSSION

In this section the writer discusses the research findings with the relevant references. In order to justify the research findings, the writer discusses them with references and theories related to the teaching and learning process in writing class of second semester EFL students at Unirow.

In teaching and learning process in writing , the lecturer guided the students to be able to make a good paragraph writing , exactly as stated by Brown (2000: 7) teaching is guiding and facilitating learning, enabling the learner to learn also setting the conditions for learning. The lecturer guided the students step by step in making paragraph from the first to sixth meeting.

There are three steps are included in teaching and learning process in writing. Those are pre-writing activities, whiles-writing activities and the last is post-writing activities. In pre-writing activities the lecturer always greeted the students. from the first to the sixth meeting, the lecturer opened the class with different ways those are introducing the lesson plan in the first meeting, third meeting and the sixth meeting. In whiles-writing activities the lecturer chose to used eclectic method such as students-discussion and gramaar translation method. because according to Anthony in Fauziati (2002: 5) states that method is an overall plan for orderly presentation of language material, no part of which contradicts and all of which is based upon the selected approach. The lecturer chose eclectic method because he thinks that it is more flexible to the learning condition.

Here, the writer can conclude that there are two problems which is mostly appear to the students' responses . These can affect their responses towards teaching and learning process in writing, The students did not state their idea to the lecturer about the material, it is presented only 11.8% who choose option strongly agree and 17.6% who choose agree that they always state their idea to the lecturer about the material. Only a half of the students are being anthusias, it is it is presented only 35.3% who choose option agree and no students choose option strongly agree that the writing class always makes them be enthusiastic. It can be happened because of the students face some problems in learning process.

The writer found that the students' problems in learning process are the students still feel the difficulties in writing ,the students get difficulties in understanding the lecturer's explanation and in arranging the sentences in correct form as grammar as stated by Raimes (1983) "When students complain about how difficult it is to write in a second language, they are talking not only about the difficulty of finding the right words and using the correct grammar but also about the difficulty of finding and expressing ideas in a new language. (p. 13)", Those are the reasons that make the students give responses towards teaching and learning process in writing. Based on the data of interview with the students, the students chose to ask to their friends when they get the difficulties or they search it on internet because the lecturer always speak too fast so they can not get the point. The lecturer solve the students' problem by giving feedback to the students, motivating the students and giving some questions to the students to make the students understand in learning writing. Here, The writer also found that the students begin to helped slowly step by step to minimize their difficulties as proven by the questionnaire and the interview that whole students were assisted to increase their skill in writing. It is 52,9% who strongly agree and 41,2% who agree. Not only that the lecturer gave an easy way in writing paragraph for the students it is also proven by questionnaire, it is 23,5% the students who choose strongly agree and 64,7% who choose option agree.

F. CONCLUSION

Based on the result of the analysis and discussions written in the previous chapter, the writer can concluded that in the teaching and learning process in writing class in three stages those are pre-writing activities, whiles-writing activities and the last is in the post.-writing activities. In pre-writing activities the lecturer opened the class with different techniques from the first to the sixth meeting, those are greeting the students, introducing the lesson plan, question and answer, review the students homework and the last is retelling the material. While in whiles-writing activities the lecturer prefer to use eclectic method in teaching process eclectic method such as students discussion and grammar translation method. In teaching process the lecturer used three ways, those are explaining the material first, students-discussion, and the last is discussing the material with the students. The last is in post-writing activities The lecturer closed the class by giving homework and concluding the material.

The students' responses toward teaching and learning process is firstly, the students were assisted to increase their skill in writing by doing the task from the lecturer. It is 41,2% who chose agree and 52,9 % who chose strongly agree. secondly, the most of the students learn writing easily from the lecturer's way in teaching process. it is 64,7% who chose agree and 23,5% who chose strongly agree. But the students faced the problem in writing, those are the students still feel the difficulties in arranging the sentences in the correct form as the grammar, not only that, the students also still feel the difficulties in understanding the lecturer's explanation because of the lecturer speak too fast in explaining the material. To prevent this difficulties, the lecturer gives feedback to the students, motivates the students and give some questions to the students to make the students understand in learning writing.

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