

WRITING TEACHING STRATEGIES IN ONLINE LEARNING BY JUNIOR HIGH SCHOOL ENGLISH TEACHER

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Abstract

A strategy is a tool that helps teachers in learning at school face-to-face or online. A strategy is needed so that teachers can see a picture of what learning was to be achieved, what will be done during education, and what should not be done. In online learning, teachers must be able to apply appropriate strategies in teaching and improve students' writing skills. The research method used in this research is a descriptive qualitative method through surveys using questionnaires or google forms distributed to 10 English teachers who teach in junior high schools. There are three stages of learning carried out by the teacher, namely preparation of learning, the practice of learning, and evaluation of learning. The preparation made by the teacher is to prepare learning materials and media. In practice, teachers use learning strategies such as Quick Writers, Visualization, Brainstorming, and Journaling. And the methods used are Free Writing, Journalistic, Cluster Mapping, and Brainstorming. And the evaluation writing teacher always evaluates student writing.

Keyword: Writing, Teaching Strategies, Online Learning

Abstrak

Strategi merupakan alat yang membantu guru dalam pembelajaran di sekolah secara tatap muka atau online. Diperlukan suatu strategi agar guru dapat melihat gambaran pembelajaran apa yang ingin dicapai, apa yang akan dilakukan selama pendidikan, dan apa yang tidak boleh dilakukan. Dalam pembelajaran online, guru harus mampu menerapkan strategi yang tepat dalam mengajar dan meningkatkan keterampilan menulis siswa. Metode penelitian yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif melalui survei dengan menggunakan kuesioner atau google form yang dibagikan kepada 10 guru bahasa Inggris yang mengajar di SMP. Ada tiga tahapan pembelajaran yang dilakukan guru, yaitu persiapan pembelajaran, praktik pembelajaran, dan evaluasi pembelajaran. Persiapan yang dilakukan guru adalah menyiapkan bahan dan media pembelajaran. Dalam praktiknya, guru menggunakan strategi pembelajaran seperti Quick Writers, Visualization, Brainstorming, dan Journaling. Dan metode yang digunakan adalah Free Writing, Jurnalistik, Cluster Mapping, dan Brainstorming. Dan guru evaluasi menulis selalu mengevaluasi tulisan siswa.

Kata kunci: Menulis, Strategi mengajar, Pembelajaran online

A. INTRODUCTION

Skills are one of the most difficult English skills for students. A previous (Kamaludin 2017) found that students who had difficulty writing were saturated during the writing process. Appropriate strategies are needed to improve students' writing skills.

Writing is an integral part of the language found by students at school (Astuti et al., 2015). Writing is one of the most critical skills for exceptionally high school students. The success of students' writing ability indicated that they are successful in school language learning (Lisna Mutia Kartika, 2014). However, in reality, the ability to write students in Indonesia is still less than optimal. Writing felt more challenging than language ability because writing requires a high capacity to express ideas, thoughts, and feelings and create a written text (HAMBALI, 2016). Students who have often come up with a view of mind writing skills may be easy. But for students who have ever made one, writing skills are complex skills.

An appropriate strategy dramatically helps students to improve their writing ability. (Ariesta, 2021) suggested that a strategy is used to create easy learning for students, fun, and significantly enhance the ability to write high school students online. Therefore, a teacher must have the proper strategy for developing a student's writing ability to accomplish the purpose of a writing lesson properly.

The study differs from previous studies, and the previous study stems from Prabantoro (2018) analyzed the teacher's strategy to teach the text of the narration. This study aimed to know the teacher's strategy of teaching the narrative text and the teacher's problem in implementing the strategy. The results show that teachers use cooperative learning strategies, making students more active in the class. But this study only focused on the teacher's strategy of teaching writing through online classes and the teacher's procedure in implementing the strategy. The research is done online, and researchers require only surveys to get results.

A study provides researchers with new ideas for thought while doing work, and research also helps practitioners evaluate approaches they hope to work in each individual (Delfitra, 2017). This study can help teachers understand what strategies a teacher could use to improve students writing ability. For example, if a student

struggles with writing, the teacher can make a contextual approach and select learning strategies carefully. This research can be more meaningful and helpful with a contextual system and learning strategy. And it can be beneficial in further research as reference material.

Strategy is defined so that it is clear what the company is doing and is carried out to achieve the goal (Delfitra, 2017). The problem solved in this study is that researchers have found strategies that teachers use to improve student writing skills. The strategies that have been generated in this study provide clear direction on what would be done to improve student writing ability.

Research should have a purpose (Kamaludin 2017); said the aim is to understand the symptoms more intensely or get a new view of them. The purpose of this study was to describe the strategies of English teachers in teaching writing through online classes, to find out how teacher's preparation in teaching writing through online learning, to find out how teacher's practice in teaching writing through online learning and to find out how teacher's evaluation in teaching writing through online learning.

Strategies that have been generated in this study can be valuable and helpful and can improve student writing ability. According to the above explanation, it is justified in developing student writing skills, and teachers need to use suitable learning methods and strategies. To this end, researchers conducted the study to be helpful to teachers at the high school, and they decided to do a study entitled "Writing Teaching Strategies In Online Learning By Junior High School English Teacher."

B. LITERATURE REVIEW

Writing

Writing is an activity to express thoughts, experiences, and knowledge in notes through symbols or symbols arranged laterally and systematically; others can reach that. According to Nurjamal in Sumirat, Darwis (2011: 69), writing as a language skill is a person's ability to express his ideas, feelings, and thoughts to other people

or parties using written media.

Teaching Strategies

Alim Sumarno (2011): teaching strategy can be interpreted as an activity chosen by the learner or instructor in the learning process that can provide accessible facilities for students to achieve specific learning objectives that have been set. The strategy is a plan drafted by the teacher before teaching to achieve the learning objectives. The strategy can include several things, such as the methods chosen by teachers, tools, and materials used to facilitate students understanding of learning.

The strategy teachers used must also support the implementation of the 2013 curriculum already established by the government. Various Learning Strategies Learning strategies. Contextual Teaching Learning, Inquiry Strategy, Cooperative/Group Learning Strategy, Strategy Problem Based Learning, Project-Based Learning Strategy.

Writing Strategies

Raoofti et al (2017) state that writing strategies refer to the techniques and operations students employ to write more effectively or to produce better writing. In writing, students need to plan what they will write. In other words, the right strategy can help students maximize their writing to produce a good report. Here are the strategies that was be used:

a. Strategy Planning

According to Richards states, experienced writers was plan what they will write. Before starting to write, they will try and decide what will be said. For some writers, they might make detailed notes of just a few words. They will plan, however, as the writer thought before writing it on a piece of paper.

b. Strategy Drafting

The first version of a paper is called a concept. The first 'go' from a text assumed will be changed later. As the writing process continues to be edited, it can be

produced several drafts on the way to the final version.

c. **Strategy Editing (Reflecting and Revising)**

The earliest model by Flower & Hayes includes two different reviewing processes: "We distinguish between Reviewing and Editing as two distinct modes of behavior. On the one hand, editing is triggered automatically and may occur in brief episodes interrupting others.

Online Learning

E-learning is an educational system or concept that utilizes information technology in the teaching and learning process. According to Daryanto (2010: 168), e-learning is a learning system that can help learn activities by utilizing electronic media. Following is an application in the application of current learning.

1. **WA Group**

The Whatsapp app is an app that is very familiar and used by many people. In this application, we can create a chat group, where we can use it to collect all students in one conversation.

2. **Google Classroom**

Swita (2019:230) also adds that Google classroom is considered a good influence as it can be the new choice in science-building. Google Classroom is an easy-to-use application.

3. **Zoom**

Zoom is an app that is widely used in online learning in education. Zoom is a video call app that can call up as many as 1000 people to an already pro-zoom app.

C. RESEARCH METHOD

This study used a qualitative descriptive method that focuses on writing online strategies. Data was be collected by using a survey technique containing several questions conducted online for the researchers' subjects. This method aimed to analyze the teacher's strategy in teaching writing online. For this purpose, this study used qualitative research using an online-based Google Form. This study used qualitative research because qualitative research explains in detail the results of the

study. This research was also provided several forms of questions that were being distributed to 10 English teachers who teach in Junior High Schools online.

This research was being conducted online due to the COVID-19 situation that hit the whole world. In collecting data, the researchers used the Google Form technique to obtain data. This research was conducted from 5th December 2021 to 7th april 2022

A participant is data collection carried out by observing and participating in activities carried out by the object under study observed by the researcher. In this study, the subject chosen is English teachers who teach in junior high schools, which numbered 10 people. This subject choice is because the research wants to know teachers' strategies for teaching writing through online learning.

The tool used in this study is a Google Form. The researcher was asked 10 questions using the Google Form. To get the results or data from this study, the researchers designed ten questions to find out the answers. The types of questions in the study were 3 question teaching preparation, 4 question teaching practice, and 3 question teaching evaluation.

D. RESULTS AND DISCUSSION

Researchers had conducted and obtained complete data from all research instruments through a questionnaire. To achieve the objectives of this study, the researcher had analyzed the data systematically and accurately. The data were analyzed to conclude the purposes of the “writing teaching strategies in online learning by Junior High School English Teacher”. The findings would be described bellow :

Description of research data

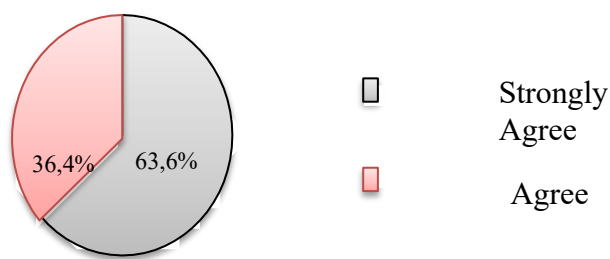
In this study, researchers made ten questions through a questionnaire and shared it with ten English teachers in junior high school. The questions were divided into three parts: Teaching preparation, Teaching Practice, and Teaching Evaluation.

The preparation of teaching writing in online learning

The following were the questions at the teaching preparation stage, divided into three questions in this section, and the following are the explanation:

Table 1. The preparation of Teaching writing in online learning

No.	Question	Answers
1.	<i>What are your preparation on teaching writing in online learning? (Apa persiapan anda dalam mengajar menulis dalam pembelajaran online?).</i>	Give vocabulary and make sentence based on the world
		Prepare the material and make a exercise
		RPP, teaching material
		Determine the topic and writing material
		Prepare the material
		Learning materials, tools, and google classroom
		The internet, google meet, and the media
		Media learning (textbook)
		Media learning (essay)
		RPP

**Picture 1. Diagram question number 2**

2. *Writing books, textbooks, internet, media are sources of material in learning to write online. (Buku tulis, buku teks, internet, media merupakan sumber materi dalam pembelajaran menulis online)*

In the second question, the source of material in teaching writing in online learning, based on the diagram above it, explained that the English teachers strongly agree (63.6%) agree (36,4%) using writing books, textbooks, the internet as a source of media and materials in teaching writing in online learning.

Table 2. media in learning to write

No.	Question	Answers
3.	Do you always use media in learning to write as a supporting material to improve writing skills? If yes, write down what media you use. (Apakah	Yes, the picture media
		Yes, image media, audio visual
		Yes, a video to introduce the material

	Anda selalu menggunakan media dalam pembelajaran menulis sebagai bahan penunjang untuk meningkatkan keterampilan menulis? Jika ya, tuliskan media apa yang Anda gunakan)	Yes, a video material, picture, and writer's application plus/squid
		Not always use media in learning
		Yes, a video
		Yes, a textbook
		Yes, a book or video
		Yes, I do, I use card and letter as media to enhance student's vocabulary
		Yes, textbook

Learning, of course, must have a goal, and a learning goal could be achieved with the preparation of learning. Preparation is crucial in learning. Before teaching, the teacher must design a lesson plan. According to BDK Makassar (2019), one of the things that can make learning successful is the preparation of learning created by the previous teacher. The learning process will run systematically and achieve success with a learning preparation.

Online learning is one of the essential things in learning, including teaching writing, is the internet network. Because of this network, teachers could connect with all students anywhere and anytime. Before teaching, the teacher must have prepared a learning material previously arranged in the lesson plans or taken various sources such as writing books, textbooks, the internet, and media. Media is a learning tool that is very helpful in increasing students' desire to learn. Most teachers always used media in learning to write from the findings found. The media used are audio, image media, video, and using a textbook.

The Practice of Teaching Writing in Online Learning

The followings were question at the stages of teaching practice, which were divided into four questions in that section, and the following are explanation:

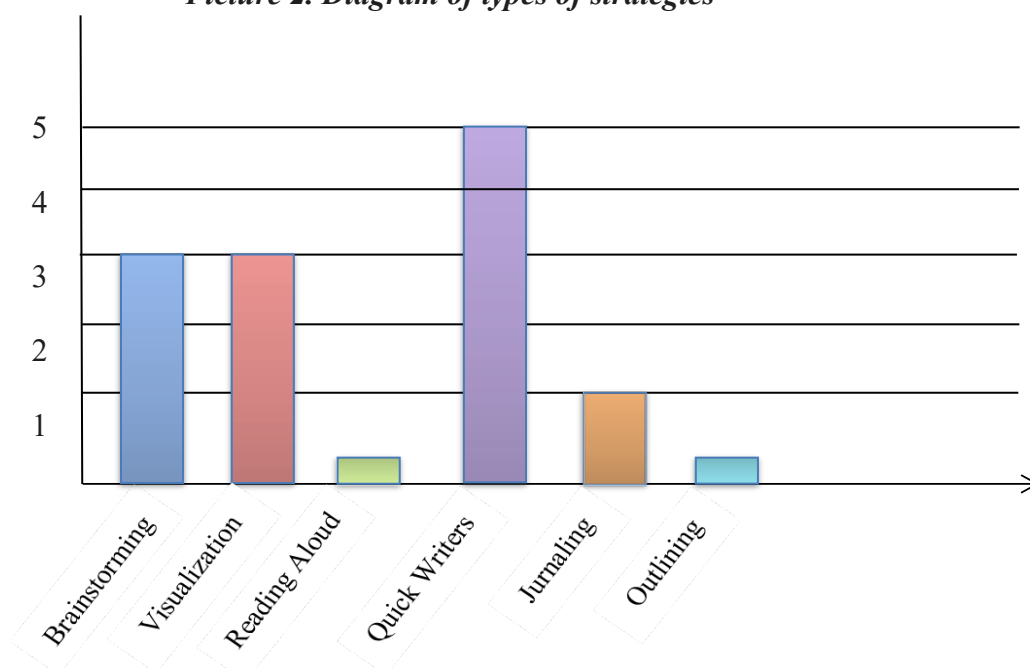
Table 3. Teachers' and students' activities

No	Questions	Answers
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1.	<i>What are teachers' activities and students' activities during teaching learning process in online learning? (Apa saja aktivitas guru dan aktivitas siswa selama proses belajar mengajar?)</i>	The teacher explains the material that is easy to understand using media that attracts students' attention. the teacher asks questions, and students answer questions from the teacher
		The teacher explains the material and asks questions. students pay attention to the teacher and do the assignments given by the teacher
		Interaction question and answer assignment
		Discuss with each other about the material being worked on, and provide quizzes for students as a discussion on evaluating their understanding
		Providing material and video material, observing the process of students working and interacting, and being a companion for who have difficulty student s
		Teacher activity: teaching learning activities and assessment of learning outcomes. while students visual activities, oral activities, and listening activities.
		The teacher provides a stimulus and students respond to learning from beginning to end with great enthusiasm.
		Explain the material, guide, ask and answer questions.
		Quite relevant activity. The teacher teaches and explains the remaining material, listening and responding after the time given.
		The teacher's activity is to explain the lesson to students, and students listen to the teacher's explanation.

2. *What strategies do teachers use in teaching writing during online learning? (Strategi apa yang digunakan guru dalam mengajar menulis selama pembelajaran online?)*

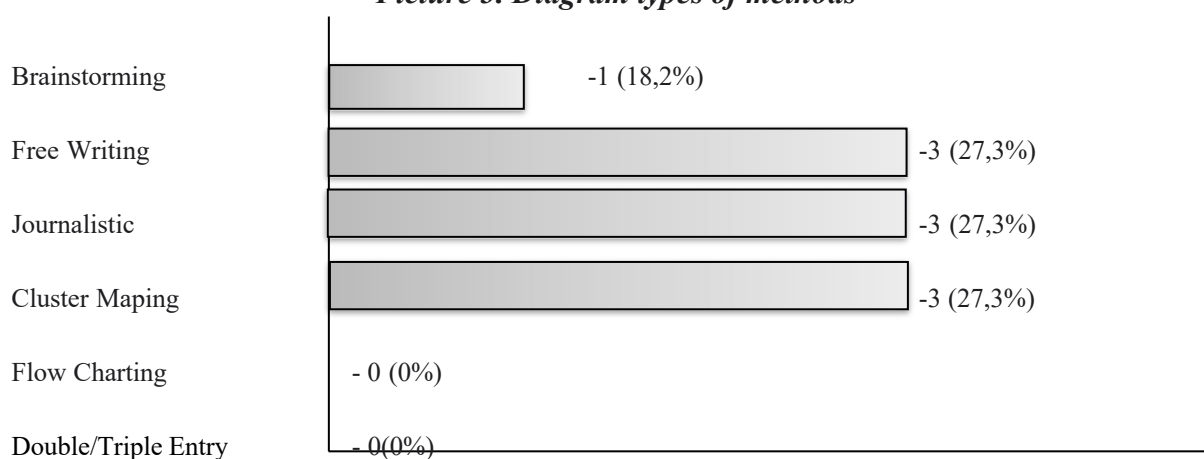
Picture 2. Diagram of types of strategies



In the second question, this was the strategy used by the English teacher in learning to write through online learning, the strategy used by the teacher could be seen in the diagram above, namely: strategies brainstorming (2 respondents), strategies visualization (2 respondents), strategies reading aloud (0 respondents) strategies quick writers (6 respondents) strategies journaling (1 respondent) strategies outlining (0 respondents).

3 *What method do teachers use in teaching writing during online learning? (Metode apa yang digunakan guru dalam mengajar menulis selama pembelajaran online?)*

Picture 3. Diagram types of methods



0

1

2

3 4

In the third question, this was the method used by the English teacher in learning to write in online learning, the method used can be seen in the graph above, namely the method: Brainstorming 18.2% (1 respondent), Freewriting 27.3% (3 respondents) Journalistic 27.3% (3 respondents), Cluster mapping 27.3% (3 respondents) flowcharting 0% (0 respondents) double/ triple entry 0% (0 respondents).

4 *What does teachers do to inspire students to write in online learning? (apa yang dilakukan guru untuk menginspirasi siswa untuk menulis dalam pembelajaran online?)*

Picture 4. Diagram of teachers do to inspire students



In this fourth question, the teacher's way to inspire students to write in online learning, the teacher's way of inspiring students could be seen in the diagram above, namely: free flow and creativity 27.3% (2 respondents), illustrate writing and share 27.3% (2 respondents), create a story as a group, storyboard 45.5% (6 respondents).

Preparation would be meaningful if it is practiced. All preparations made by the teacher require a strategy to deliver learning material. According to Nana Sudjana, teaching strategies are "tactics" used by teachers in the learning process to influence students and achieve learning objectives. A strategy to control students to understand the lesson delivered. Appropriate learning strategies can help students think independently and creatively and train students to deal with situations that occur or will occur. (Mohammad Asrori, 2013).

A teacher must choose the right strategy for teaching writing online. From the findings found by the researcher, during the learning process, the teacher explained the material, and the students responded to the teacher with good enthusiasm. The teacher made questions to see how far students understood the material presented by the teacher. After asking questions, the teacher conducts a discussion session with students to evaluate students' understanding. Through discussion, the teacher gets an idea of whether the learning objectives have been

achieved or not. After that, the teacher gives a quiz or assignment to take the value of each student. The strategy could be interpreted as a specific way that teachers apply methods in learning. Quick writers are learning strategies that teachers in learning are most widely used. The teacher invites students to write down everything they know about a topic that the teacher has provided. In addition, the strategies used by the teacher are

visualization, brainstorming, and journaling. Visualization is a strategy in which the teacher makes students feel everything around them and makes an argument about it. Students focus on what is happening and write down what ideas they think about a given topic as a Brainstorming strategy. A journaling strategy is a strategy that involves two or more people. The students would be the questioners, and the teacher would be the narrator. Students would ask the teacher, and students would record all the things said by the teacher (narrator).

The teacher used the method to implement the lesson plan. From the findings, it can be concluded that teachers used freewriting, journalistic, cluster mapping, and brainstorming methods in teaching students to write online. Freewriting is a writing method where the teacher asks students to write what is in their heads on a simple paper. Journalistic is a method of writing with question words (5W+1H) from reading topics provided by the teacher. Cluster Mapping is a way to show relationships between ideas. In this method, students would know exactly how to group their ideas once they are already written in this method. And the last method is Brainstorming. Students would be divided into several groups, and each would express their opinions. And this method is beneficial for students working in teams.

The evaluation of teaching writing in online learning

The followings were question the stages of teaching evaluation, which were divided into three question in that section and the following are explanation:

Table 4. Table of teacher's evaluations

No	Questions	Response			
		Agree	Strongly agree	Doubtful	Do not agree
1	<i>By practicing writing, writing tests, skills tests, knowledge, understanding are ways to evaluate</i>	27,3% (2)	72,7% (8)	-	-

	<i>students' writing learning outcomes during online learning. (Dengan cara praktek menulis, Tes menulis ,tes ketrampilan, pengetahuan,pemahaman adalah cara untuk mengevaluasi hasil belajar menulis siswa selama pembelajaran online)</i>				
2	<i>The purpose of evaluating writing in online learning: to find out students' abilities in learning to</i>	27,3% (2)	72,7% (8)	-	-

	write, to know student learning progress, to find out whether the teaching strategy that has been set has been achieved, and to determine the effectiveness of the learning method. (Tujuan mengevaluasi menulis dalam pembelajaran online: untuk mengetahui kemampuan siswa dalam pembelajaran menulis, untuk mengetahui kemajuan belajar siswa, untuk mengetahui apakah strategi pengajaran yang telah ditetapkan telah tercapai, dan untuk mengetahui efektivitas metode pembelajaran)				
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In the first and second questions about teaching evaluation, the teacher always evaluated the results of learning to write, the way the teacher evaluates can be seen in the table above.

Table 5. table of obstacles teacher's face during online learning

No.	Question	Answers
3	What obstacles and obstacles did you face during online learning? Name the problem! (kendala dan hambatan apa saja yang anda hadapi selama pembelajaran online berlangsung? Sebutkan kendalanya!)	The problem is that teachers can't see students writing directly. Students lack discipline in learning. Lack of facilities and infrastructure in online learning.
		Internet network quality.
		Students have different understandings and become unfocused if one of the students does not understand using the application used.
		Many students are late for class on the grounds that the internet network is unstable, does not have a quota and so on.
		Limited knowledge and utilization of information communication technology.
		Limited interaction and time.
		Internet connection.

	Not all students have cellphones, so it isn't
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		easy to follow online learning.
		Not all students master the vocabulary. And then they are still confused to arrange the sentence into good grammar.
		Limited time. There are difficulties in learning tools where not all students have Android. Lack of student focus points when learning takes place.

Evaluation is needed in a lesson to see whether the teacher's lessons have been practical or not. Evaluation is a way to make decisions about the level of student learning outcomes in accordance with learning objectives (Ina Magdalena et al, 2020). An evaluation of learning is helpful for teachers to choose what strategy to use next if the previous strategy is ineffective. If the strategy used is effective, the strategy can be reused in learning. With evaluation, the teacher can also assess students. The assessment is carried out to see the extent to which students achieve the learning objectives, the assessment is qualitative, and the measurement is quantitative. (Magdalena et al., 2020)

The result found is that the teacher evaluated student learning outcomes by practicing writing, testing skills, knowledge, and understanding. The purpose of evaluating learning is to determine the ability of students in learning to write to determine student learning progress, to determine whether the learning strategy is achieved, and to determine the effectiveness of the learning method. In carrying out learning activities, there are several obstacles experienced by teachers, including not all students can participate in learning because the network blocks them and not all students have cellphones to study. Another obstacle is that the teacher cannot interact with students, so the teacher cannot directly assess what the students are doing.

E. DISCUSSION

Writing is a process of creativity in expressing ideas, feelings, and ideas in written language. Learning to write is one of the learning language skills in school.

In learning to write, teachers need learning strategies. Writing learning strategies are methods or techniques used by teachers to write so that the desired goals can be achieved.

The main finding in this study was that in learning to write, the teacher first prepared for writing learning. Learning preparation is a plan or action planned by the teacher in this finding. There were several teacher preparations in online writing learning, namely, lesson plan (RPP), preparation learning materials, internet network preparation, google meet, and zoom in learning media, and then the teacher prepared to learn media as media to support writing skills.

Then the teacher carried out learning practices. In this practice, the teacher used learning strategies. In this finding, the researchers get four writing strategies teachers used in learning to write: brainstorming strategies, visualization, visualization strategies, quick writers strategies, and journaling strategies. Then the teacher used learning methods and inspired students in learning to write. Then the teacher evaluated learning to write; the way the teacher evaluated learning to write was by giving the author's practice and testing the results of students' understanding and knowledge; the purpose of this writing evaluation is to determine the extent of students' knowledge of learning to write.

This research is different from previous research, in previous research Yani (2016) Prabantoro (2018) analyzed the teacher's strategy in learning to write narrative texts, this research was conducted in a normal classroom situation with interview techniques in obtaining data, while this study was conducted online using a questionnaire to collect data. Get data, the results obtained from the research of Yani and Prabantoro the teachers use brainstorming strategies in learning to write. A previous study from Fitri Ani (2019) was to analyze teacher strategies in learning to write descriptively through online classes. In Fitri Ani's previous research using interview and observation techniques in obtaining data, the results obtained from Fitri ani's research (2019) that teachers used mind mapping strategies and breakdown of text in learning to write.

This study had different characteristics from several previous studies in obtaining the results; the researchers used questionnaires to obtain data so that the answers received were purely from the research results. The results obtained could be used as references and materials in learning to write.

Researchers provided knowledge about the results of research carried out to readers. In this study, readers are expected to know that learning strategies are beneficial. Learning strategies in online classes are a new challenge for teachers, where teachers are guided to be creative and active in teaching. This research is significant because the current learning system is all online-based, requiring teachers and students to study online or remotely. This research provides information on how to learn to write online..

Based on the researcher's direct experience in the research process, there were several limitations experienced and could be a factor that researchers paid more attention to in the future, in obtaining data in this study through the questionnaire technique, in the questionnaire technique tends to be very difficult to get results, some teachers did not understand in fill out answers through questionnaires so that researchers gave directions first to respondents in filling out questionnaires.

F. CONCLUSION

Based on the data analysis and findings in the previous chapter, the researchers concluded the following:

- a. The preparation of the writing teaching strategies

The teacher's preparation the first time in the preparation of learning materials. The learning resource used is lesson plans. The pre-designed lesson plans let the teacher know what to do when learning took place. In addition, the teacher also prepares learning media such as audio, image media, videos, and textbooks.

b. The practice of the writing teaching strategies

In teaching practice, the teacher used a strategy and method to achieve the desired learning objectives, namely:

1. Strategies

This study found that teachers use several strategies for teaching writing in online learning, including Quick Writers, Visualization, Brainstorming, and Journaling.

2. Method

The teacher used four methods in teaching writing in online learning, namely Freewriting, Journaling, Cluster Mapping, and Brainstorming.

c. The evaluation of the writing teaching strategies

The teacher continuously evaluated each learning strategy that was carried out. The teacher evaluated by practicing writing, writing tests, skills tests, knowledge, and understanding. The purpose of this learning evaluation was to determine the ability and progress of students.

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