

## Teacher Strategy in Teaching Writing for the Seventh Grade : A Single Case Study at SMPN 04 Blitar

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**Abstract:** This research is aimed to explore the writing teaching strategies implemented at the seventh-grade students of SMPN 04 Blitar. Using a holistic case study approach, this research focuses on an in-depth understanding of teaching strategies and their impact on students' writing skills development. The data was collected through direct observation, interviews, and documentation. The data was analyzed using interactive data analysis method by involving the analysis of credibility, dependability, conformability, and transferability. These analyses involves triangulation, member check, and researcher's prolonged attendance. The

Findings of this research show that teachers use a combination of direct teaching strategies and collaborative learning using E-Learning. The E-Learning teaching strategy makes students learn actively & interestedly, and work for writing exercises. Meanwhile, the collaborative learning strategy was integrated through group discussions, joint revision sessions, and peer reviews. As a result, there were a significant increase in students' academic scores, progress in mastery of vocabulary and spelling, and improvements in their social skills and writing abilities. This research also highlights the importance of constructive teacher feedback and authentic assignment strategies in increasing students' motivation and writing skills. This research concludes that the implemented teaching strategies positively impact students' writing skills development. These research formulates model and proposition as the outcomes of the research phenomenon disclosure. The researcher recommends that this model be a reference for other researchers for further studies and for educators to practice in other educational contexts.

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### Sejarah Artikel

Diterima pada : 01-12-2024

Disetujui pada : 20-12-2024

Dipublikasikan pada : 08-01-2025

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### Kata Kunci:

*Difficulties, Recount Text, Strategy, Model*

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### DOI:

[http://doi.org/10.28926/riset\\_konseptual.v9i1.1094](http://doi.org/10.28926/riset_konseptual.v9i1.1094)

## INTRODUCTION

English has been designated as the main foreign language in Indonesia through the Decree of the Minister of Education and Culture Number 096 of 1967 dated 12 December 1967. According to Dwihartanti & Nur Faizah, (2019) said The choice of English as the main foreign language was based on several considerations, one of the main reasons was that at that time, the Indonesian national language was not yet widely used to communicate with the outside world in the context of foreign policy and establishing relations with other countries. According to Alkodimi & Al-Ahdal (2021), English Education includes the curriculum to ensure that students gain a comprehensive understanding of the language and proficiency in four important skills: listening, speaking, reading, and writing. In the field of English language acquisition, mastery of writing is a very important, as emphasized by scholars, this was conveyed by Purba et al. (2022). ). Developing writing skills requires linguistic competence and holistic thinking processes to enable students to compose articulatory compositions. Apart from that, the meaning of writing also extends into everyday life, equipping students with the ability to compose sentences effectively and articulate their thoughts coherently through written media. Therefore, developing proficient writing skills is integral in cultivating well-rounded.

Sari & Aceh (2020) said that there are several aspects of English that we need to know. These are listening, speaking, reading, and writing. Writing is an important

activity in human life, by writing people can express ideas both from within and outside themselves and gain more experience. Writing must be done through intensive practice so that writing skills are well structured. Writing in English is a complex skill that requires a deep understanding of language structure, an extensive vocabulary, and the ability to organize thoughts logically and coherently. At the junior high school level, especially for grade 7 students, challenges in developing writing skills are often more pronounced due to their limited experience to use English. At SMPN 04 Blitar, this problem is a major concern, considering the importance of writing skills as a basis for success in English subjects.

In modern education, effective teaching strategies utilize technology to improve learning outcomes. One innovative approach that can be used is a collaborative writing strategy combined using e-learning. Collaborative writing allows students to work together in groups to construct texts. This can improve writing abilities, critical thinking, communication, and teamwork skills. The E-learning allows this collaboration process to occur more flexibly and interactively, inside and outside the classroom. Teachers at SMPN 04 Blitar have begun integrating collaborative writing strategies with e-learning to improve the writing skills of grade 7 students. This research will explore how this strategy is applied specifically in the learning context at SMPN 04 Blitar, the challenges faced by teachers, as well as the impact of this strategy on student motivation and learning outcomes. With a holistic case study approach, this research aims to provide in-depth insight into the effectiveness of collaborative writing and e-learning strategies in overcoming writing difficulties faced by students.

On May 3 2024, Researchers conducted in-depth interviews with teachers and students to gain a more comprehensive understanding of the difficulties experienced in learning English. From the results of interviews, researchers found that class VII students at SMPN 4 Blitar faced various challenges, especially in writing English. The main difficulty identified was students' lack of confidence in writing. Many students are afraid of making mistakes, which makes them reluctant to try writing in English. Apart from that, students also experience problems in terms of vocabulary. Their lack of vocabulary makes them difficult to construct appropriate sentences and express their ideas clearly. The inability to find suitable words often makes them frustrated and hinders their flow of thoughts in writing. Unfamiliarity with using English in daily activities is also an inhibiting factor. Many students only use English in class but rarely practice it outside the school. This causes them to be unfamiliar with sentence structure and general English usage. As a result, they often make mistakes in using grammar, spelling, and sentence structure. The research case is natural and unique about the problems experienced by students and the teacher. The students' problem was found based on interviews with Mr. Eka on May 8 2024 revealed that there are barriers to writing in class VII students.

"Seventh-grade students experience difficulties in writing in English. The biggest obstacle is the lack of vocabulary. They also don't understand the basic vocabulary. As for grammar, seventh-grade students still don't understand it completely, but regarding this issue, there isn't much grammar discussed in the material, so I still understand it myself. if you can't yet" (EKP. Pak Eka, May 8 2024 at 13:41-14:10)

As for other factors that influence students' difficulties in writing English, based on an interview with Mr Eka on May 8 2024, he said that:

"Students are less accustomed to writing English and do not consume anything in English, whether they hear it from films or games. "Sometimes students also find it difficult to focus when learning, so we need strategies which attract their focus to learning."

"As for the factors that influence students in writing English, students do not like and are not used to using English. "The teachers themselves observed that there were indeed difficulties in English, especially writing skills." (YTM. Mrs. Yat, 20 June 2024 at 12:09 – 12.35 p.m)

The teachers' problem lies in the teaching strategies. Obviously, at this school, there were interesting effective writing teaching strategies. Based on this phenomenon, researchers were interested in conducting more in-depth research on this topic. In addition, previous research has also examined a similar phenomenon, indicating significant attention to this topic. However, such research did not disclose the phenomenon indebtly. The first previous research was entitled "Teacher Strategies in Teaching Writing to Class XI Students at SMK Pancasila 6 Jatisrono". Written by Anik Adik Hartini. This research focuses on teacher strategies and the reasons for using these strategies in teaching writing to eleventh-grade students for the 2022/2023 academic year. This research aims to find out the teacher's strategy in teaching writing to eleventh-grade students at SMK Pancasila 6 Jatisrono and the reasons why teachers use these strategies in teaching writing to eleventh-grade students at Pancasila 6 Jatisrono Vocational School in the 2022/2023 academic year. The second research was previously written by Hidayat & Jaenudin(2022). The title of this research is "Teacher Strategies for Teaching Writing Explanatory Texts". Teaching strategies have significant roles in writing teaching, especially when teaching explanatory text writing. Teachers are expected to have a variety of teaching methods to support student learning success. The third research was previously written by Sri Utami (2021). This research is entitled "An Analysis on the English Teacher Strategies in Teaching Descriptive Writing Skill by Online Learning at Survival English Students of Aloha Edu Tegaldlimo Banyuwangi in Academic year 2020/2021". This research aims to answer research questions regarding the strategies in teaching descriptive writing through online classes at Aloha Edu, focusing on improving students' English language skills. The research method applied is qualitative, and to collect data, this research uses an observation, interview, and document analysis approach.

Based on the description above the main focus is: "Teacher Strategies in Teaching Writing Seventh Grade Students: A Single Case Study at SMPN 04 Blitar" These main factors are translated into a problem formulation as follows: 1). What are the barriers to writing among class VII students at SMPN 04 Blitar? 2). How do teachers prepare to use strategies in teaching writing to seventh-grade students at SMPN 04 Blitar? 3). How do teachers apply strategies in teaching writing to seventh-grade students at SMPN 04 Blitar? 4). How do teachers evaluate the strategies used in teaching writing to seventh grade at SMPN 04 Blitar? 5). How are the result of teaching writing instruction to seventh grade at SMPN 04 Blitar?

The objectives of this research are to 1). describe the barrier writing in seventh-grade students in SMPN 04 Blitar. 2). To describe the preparation for using strategies in teaching writing to seventh-grade students at SMPN 04 Blitar. 3). To describe how teachers application these strategies in teaching writing to seventh grade at SMPN 04 Blitar. 4). describe how teachers evaluate the strategies of teaching writing to seventh grade at SMPN 04 Blitar. 5). To describe How are the result of teaching writing instruction to seventh grade at SMPN 04 Blitar?

## METHOD

This research uses a single case study method approach as its methodological basis. The case study method is applied when the research aims to answer how and why questions related to the core problem being studied. This approach allows researchers to have control over the situations or events observed, including the process of organizing and collecting data, as well as concrete events that occur in the experiences of individuals who are the focus of Yin's research (2011:2). Case studies are research to find out or investigate events in real life, without visible boundaries between the event and its context and utilizing various sources Yin (2011:18). Robert K. Yin (2011) classifies 2 types of Single Case Study that can be used as research designs, namely: 1). Holistic Single Case Study: a research method that marks the exclusive focus on one unit of analysis as unique. Within the framework of this concept, this research

specifically and intensively focuses on one case study without any sub-units or sub-cases being analyzed separately; 2). An embedded Single Case Study is a research approach designed to understand a single case in depth by including more than one participant as the unit of analysis. This research employs a holistic case study approach to understand teachers' writing teaching strategies and the difficulties at SMPN 04 Blitar. By focusing on teachers and students in a broad context, researchers used observation, interviews, and document analysis methods to get a comprehensive picture of the writing learning process at the school. The research subject In the context of this research, include key informants and other informants selected using purposive sampling and snowballing techniques. From this process, the researchers found several parties that play an important role in English language learning at school. The Data was collected through participant observation, in-depth interviews, and documentation. Observations use field notes, interviews are equipped with guides, recordings, and transcriptions, while documentation takes the form of field notes. If recording was not possible, interview notes were used. Data analysis follows the interactive model of Miles, Huberman, and Saldana, including collection, presentation, condensation, and conclusion, with data reduction using the chimney technique. Analysis of observations, interviews, and documentation was carried out with contact summaries. This is an interactive data analysis mostly used in case studies (Supriyono, 2024). The analysis process includes coding and analysis of each case unit. Validity is tested through credibility, dependability, confirmability, and transferability, with triangulation and repeated checks (Supriyono, 2018).

The researcher design describe as follow :

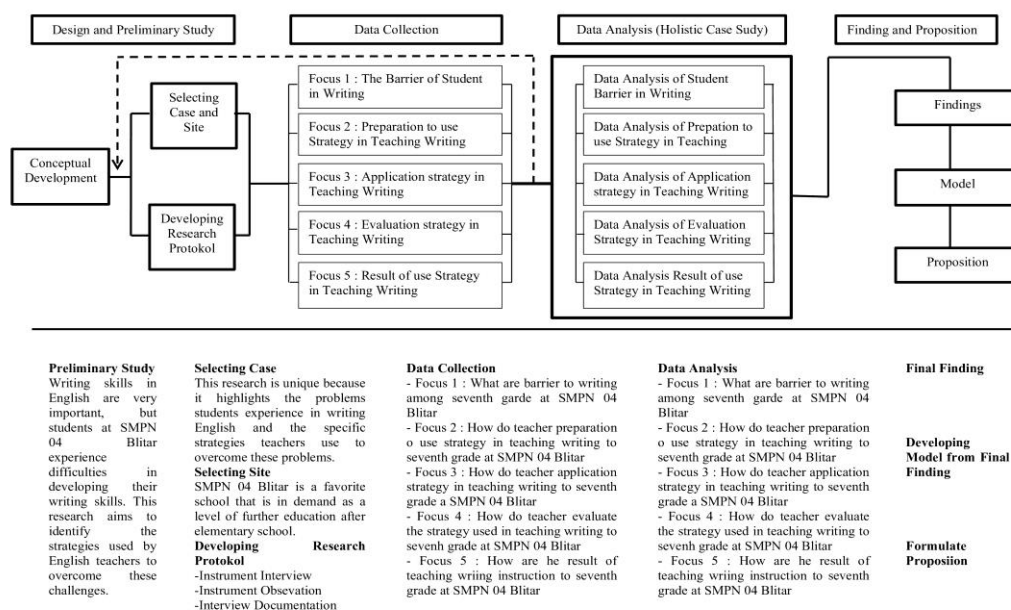


Figure 3.1 Research Design adapted by K.Yin (2014) and Supriyono (2019)

## RESULT AND DISCUSSION

### RESULT

This section is devoted to the presentation of findings based on the result of each unit of analysis from the data presented above :

Focus 1: What are the barriers to Writing among VII grade at SMPN 04 Blitar Grade 7 students face several difficulties that need to be considered, including first,

Many of them have not fully mastered the vocabulary that they need for learning, which becomes an obstacle in understanding texts and expressing ideas appropriately. Second, they face difficulties with spelling which is difficult to remember. This directly affects their ability to write well and correctly. Third, some students lack motivation and rarely practice writing, thereby reducing the overall development of their writing skills. Fourth, there are also problems of using appropriate sentence structures, which need to be developed further so that students can construct sentences clearly and coherently. All of this points to the need for a focused and solutions approach in addressing these challenges in the classroom. Identifying and overcoming these barriers is critical to creating a supportive learning environment and helping students develop English writing skills more effectively. By identifying these obstacles, schools can provide the support needed to increase students' confidence and skills in expressing their ideas in writing. Teachers will analyze what strategies are good for this problem.

Focus 2: How do teachers prepare to use Strategy in Teaching Writing to VII grade students at SMPN 4 Blitar: At the start of this semester, we have taken several important preparatory steps to ensure students' effective learning. First, compiling comprehensive and organized teaching materials that suit the curriculum and student needs. Second, preparing various learning media that are diverse and appropriate to students' learning characteristics, such as visual presentations, learning videos, and other interactive materials. Third, taking part in learning strategies training to deepen teachers understanding in choosing the right approach according to class situations. Fourth, using technology in the learning process, both in delivering material and in interactive activities with students, Fifth, designing various interesting learning activities, that include group discussions, problem-based projects, and the use of modern learning aids to maximize participation and understanding of student. All these steps aim to create an inspiring and effective learning environment in the classroom. By consistently implementing these steps, teachers can create more dynamic and effective students' learning experiences, preparing them well to face future educational challenges. Teachers can also create more meaningful and effective learning experiences for students, supporting their holistic development in a dynamic and practical educational process

Focus 3: How do Teacher apply Strategy in Teaching Writing to VII grade students at SMPN 4 Blitar: In implementing effective learning strategies, the following steps can be taken: First, by implementing the initial planning, teachers can identify learning objectives and appropriate methods to achieve them. Second, Teachers prepare platforms that support writing practice for students, ensuring they have sufficient access and availability. Third, By organizing working groups, teachers facilitate collaboration between students to strengthen their understanding and skills in writing. Fourth, by providing clear instructions about the learning platform usage. ensuring students understand the optimal way to utilize it. Fifth, The teacher actively This ensures that each group member participates optimally in learning activities, encouraging interaction and active contribution from each student. Sixth, teachers identify relevant learning materials and design collaborative activities that support learning objectives effectively. Thus, these steps provide a strong foundation for creating interactive, participatory, and meaningful students' learning experiences Focus 4 : How do teachers evaluate the strategy used in teaching writing to VII grade at SMPN 4 Blitar : In the student learning evaluation process, several important steps can be taken: First, The teacher provides assignments designed to measure students' understanding and ability to write. Second, The school holds workshops are aimed at evaluating the overall effectiveness of learning, providing opportunities for teachers to improve their approaches to teaching. Third, Evaluation is carried out by looking at students' activeness during the learning process, Forth, Observing their participation in discussions, collaboration, and other tasks. Fifth, the Teacher uses formative assessments such as short quizzes, class discussions, or writing exercises. These are

aimed at monitoring students' progress periodically. Sixth, Summative assessments are implemented at the end of a unit or semester, such as a writing exam or writing project, to assess student achievement comprehensively. With these steps, evaluation becomes an integral part of ensuring effective learning and helping students reach their maximum potential in writing skills.

Focus 5: How are the Results of Teaching Writing Instruction in VII grade students SMPN 04 Blitar : The following are the results of disclosing the implementation of the learning strategies: First, There has been a significant increase in student grades, reflecting a better understanding of the material being taught. Second, Students show progress in mastering vocabulary and spelling, which helps improve the quality of their writing. Third, Students' social skills, such as the ability to communicate and work together in teams, have experienced a significant increase. Fourth, Students succeed mastering the correct use of sentence structure, creating more coherent and clear writing. Fifth, Students' writing abilities improved in terms of structure and continuity of ideas, reflecting continuous development in their skills. These results show that the learning strategies implemented have succeeded in providing a positive impact on various aspects of student learning.

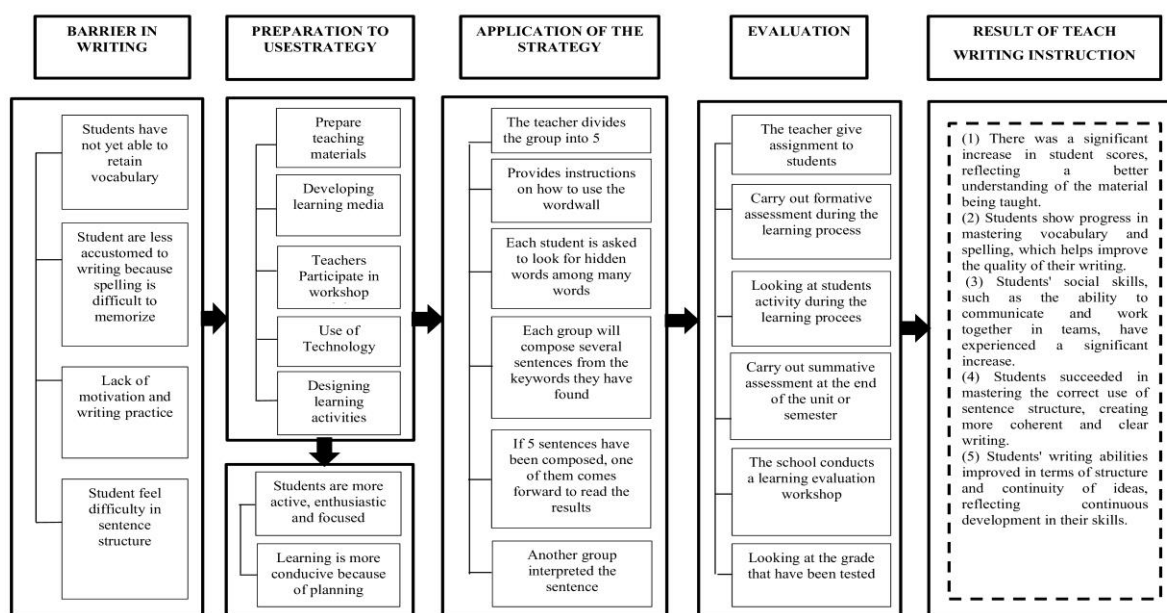


Figure 4.1 Model of Strategy in Teaching Writing for the Seventh Grade : A Single Case Study at SMPN 04 Blitar, by Wilda (2024)

## DISCUSSION

After the research findings were presented, the researcher discussed in more detail the focus of the research which would discuss "Teacher Strategy in Teaching Writing for the Seventh Grade: A single Case Study at SMPN 04 Blitar" The researcher analyzed the teacher's strategy in teaching writing by conducting observations, interviewing the Deputy Head Schools, teachers and students also use WhatsApp, and document teacher handbooks and lesson plans. The findings of this research describe the teaching writing skills strategies to seventh-grade students at SMPN 04 Blitar. This discussion was organized based on several main themes from the data analysis.

First, this research identified that most teachers use direct teaching methods to teach writing. This research identified that most teachers use direct teaching

methods to teach writing. This approach involves structured learning in which the teacher provides clear explanations of writing concepts, models the writing process, and provides direct feedback to students. This finding supports the theory of direct learning that can effectively improve students' writing learning and development (Smith, 2017). Direct teaching methods are often chosen because they provide clear direction to students about what to learn and how to do it. Teachers do not only convey information directly, but also actively guide students through the writing process, provide concrete examples, and provide specific feedback to help students improve their skills. This research shows that this approach influences how students learn and develop their writing skills. With structured guidance and direct feedback, students tend to have a deeper understanding of various aspects of writing, such as writing structure, appropriate use of language, and development of ideas. This can also build students' confidence in expressing their thoughts in writing.

Collaborative learning allows students to learn not only from teachers but also from their classmates. In a writing context, activities such as group discussions, joint revision sessions, or collaborative projects provide opportunities for students to develop their ideas collectively, broaden their viewpoints, and enrich their understanding of the topic being studied. One of the main advantages of collaborative learning is that it creates an environment that supports freer exploration of ideas and experimentation. In group discussions, students can consider various points of view, express their opinions, and obtain direct feedback from their peers. This enriches their material understanding and broadens their ideas and arguments effectively. Johnson & Johnson (2018) highlight collaborative learning that improves students' social skills and supports the development of academic skills, such as writing. By discussing and collaborating, students learn to see different perspectives, stimulate critical thinking, and develop the communication skills necessary to express their ideas clearly and persuasively in their writing.

Hattie & Timperley (2007) shows that an effective feedback has a significant impact on student learning. Good feedback provides information about what to improve and helps students understand the writing process. The students receiving good feedback tend to be motivated. They make revision and improvement of their writing works. They also develop reflection skills that help them become more skilled and critical writers. In the context of SMPN 04 Blitar, In using various feedback strategies, the teacher's have commitment to support students' writing development holistically. By providing timely, specific, and in-depth feedback, teachers help students gain solid writing skills and build their confidence in conveying their ideas effectively in writing.

Furthermore, these findings indicate that teachers face challenges in meeting students' individual needs in writing instruction. Some students struggle with vocabulary, spelling, and sentence structure, which impacts their overall writing ability. Teachers are aware of these challenges and implement different teaching strategies to meet the diverse learning needs in the classroom (Tomlinson, 2001). In addition, this research reveals that the teaching strategies used by teachers are influenced by their beliefs about the teaching and learning process. Teachers who view writing as a process emphasize the importance of the prewriting, drafting, revising, and editing stages. They encourage students to accept multiple drafts and revisions as an integral part of the writing process, fostering a growth mindset toward writing improvement (Dweck, 2006). In conclusion, the findings of this research provide insight into the various strategies used by teachers at SMPN 04 Blitar to teach writing effectively. Using a combination of direct instruction, collaborative learning, differentiated instruction, and effective feedback practices, teachers strive to improve students' writing skills and foster a supportive learning environment. However, the research also identified areas that need further improvement, such as meeting the needs of individual students more effectively and exploring innovative approaches to teaching writing that align with contemporary educational theory and practice.

## CONCLUSSION

### **1. Focus 1: The barriers to Writing among VII grade at SMPN 04 Blitar Grade 7 students**

Students often encounter a range of challenges that can hinder their progress in writing, which need to be carefully considered and addressed. One significant issue is that many students have not yet mastered the essential vocabulary required for effective learning. This gap in vocabulary can obstruct their understanding of texts and impede their ability to articulate their thoughts clearly and accurately. Additionally, students frequently struggle with spelling, which can be particularly challenging to remember and affects their ability to write correctly and effectively. Another notable difficulty is a lack of motivation among some students, who may not engage in writing practice regularly. This lack of practice can lead to slower development in their writing skills, affecting their overall proficiency. Furthermore, students often have trouble using appropriate sentence structures. Developing these skills is crucial for them to construct sentences that are both clear and coherent. Addressing these issues is vital for creating a supportive and effective learning environment. By identifying these barriers, educators can implement targeted strategies to help students overcome these obstacles. Providing the necessary support can boost students' confidence and enhance their ability to express their ideas in writing. Teachers play a key role in analyzing and applying effective methods to address these challenges, ensuring that students can improve their writing skills and achieve better academic outcomes.

### **2. Focus 2: Teacher Prepare to use Strategy in Teaching Writing to VII grade students at SMPN 4 Blitar**

At the start of this semester, we've implemented key measures to ensure an engaging and effective learning experience. First, we compiled comprehensive teaching materials, including detailed lesson plans and resources, to address diverse student needs. These are structured to provide a clear foundation for learning. Second, we prepared a variety of learning media, such as infographics, videos, and interactive quizzes, to cater to different learning styles. Third, we've undergone professional development to enhance our understanding of advanced teaching techniques, ensuring we apply the best methods in our classrooms. Fourth, we integrated technology, using digital platforms and tools to create an interactive learning environment. Finally, we designed varied activities, like group discussions and problem-based projects, to foster participation and deepen understanding. Through these strategies, we aim to create a dynamic learning environment that supports students' academic growth and holistic development.

### **3. Focus 3: Teacher apply Strategy in Teaching Writing to VII grade students at SMPN 4 Blitar**

Several measures were implemented to enhance teaching effectiveness and create a more engaging learning environment. Comprehensive teaching materials were prepared, including lesson plans, handouts, and reference resources, all aligned with the curriculum and student needs. A range of diverse learning media, such as infographics, videos, quizzes, and simulations, was developed to accommodate different learning styles. Professional development focused on advanced teaching strategies was undertaken, and technology was integrated for interactive and extended learning. Additionally, varied activities like group discussions and problem-based projects were designed to encourage participation and deepen understanding. The goal is to support students' academic growth and holistic development.

### **4. Fokus 4 : Teachers evaluate the strategy used in teaching writing to VII grade at SMPN 4 Blitar**

In the process of evaluating student learning, several important steps can be taken. The teacher provides assignments designed to measure students' understanding and ability to write. The school holds workshops aimed at evaluating the overall effectiveness of learning, providing opportunities for teachers to improve their

approaches to teaching. Evaluation is carried out by looking at students' activeness during the learning process, Observing their participation in discussions, collaboration and other tasks. Teachers also use formative assessments such as short quizzes, class discussions, or writing exercises to periodically monitor student progress. Summative assessments are implemented at the end of a unit or semester, such as a writing exam or writing project, to comprehensively assess student achievement. By integrating these steps, evaluation becomes an integral part of ensuring effective learning and helping students reach their maximum potential in writing skills.

#### **5. Focus 5: Result of Teaching Writing Instruction in VII grade student SMPN 04 Blitar**

The following are the results of the learning strategies that have been implemented, paraphrased to be more specific: There was a significant increase in students' academic grades, reflecting their deeper understanding of the material taught. This shows that the teaching strategies used are effective in helping students master important concepts. Students show significant progress in mastery of vocabulary and spelling ability. These improvements contribute directly to the quality of their writing, making it more precise and linguistically rich. Students' social skills, including the ability to communicate effectively and work together in teams, have improved significantly. This reflects the success of the collaborative learning strategy implemented, which encourages interaction and cooperation between students. Students succeed in understanding and using correct sentence structure, producing more coherent and clear writing. This ability is important to ensure that their ideas are conveyed in a way that is easy to understand and logical. There is a significant improvement in students' writing abilities, especially in terms of structure and continuity of ideas. This reflects the development of their overall writing skills, with students able to better organize and connect their ideas in writing. These results show that the learning strategies implemented have succeeded in having a positive impact on various aspects of student learning, including understanding the material, language skills, social skills and writing skills.

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