

**A CASE STUDY ON TEACHING AND LEARNING WRITING TO THE
TENTH YEAR STUDENTS OF SMK N 1 KLATEN IN ACADEMIC YEAR
2015/ 2016**

S1 - THESIS

**Submitted to the Board of Examiners of English Education Department as a
Partial Fulfillment of Requirements for Undergraduate Degree in English
Education**



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2016

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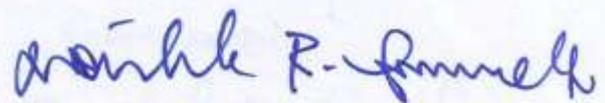
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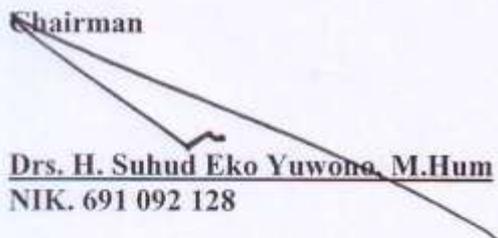
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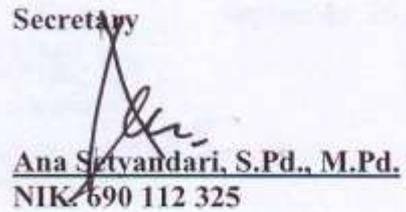
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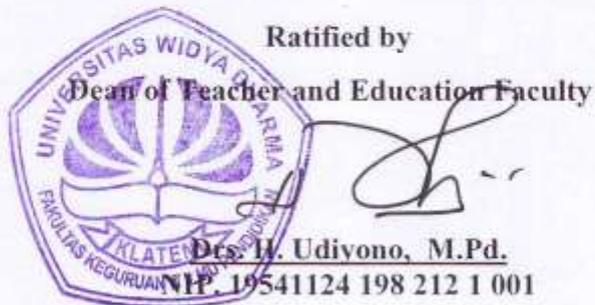

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PRONOUNCEMENT

This is to certify that I, Ari Setiarini writes this thesis entitled “**A CASE STUDY ON TEACHING AND LEARNING WRITING TO THE TENTH YEAR STUDENTS OF SMK N 1 KLATEN IN ACADEMIC YEAR 2015/2016**”.

It is not a plagiarism or made by the others. Anything related to other's work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, September 2016



ARI SETIARINI
1211202790

MOTTO

- ❖ You will be grateful, when you are in deep and see in your surrounding. (The reasearcher)
- ❖ If you want to live a happy life, tie it to a goal, not to a people or objects (Albert Einstein)
- ❖ We cannot solve our problems with the same thinking we used when we created them (Albert Einstein)

PRESENTATION

This thesis is dedicated to:

- My beloved parents thank you for your prayer, your support, your love and everything that I could never ever pay for you.
- My beloved husband, Atang Ghofar Mua'lim, M.Pd.I., and My beloved daughter Adzkia Simmiya Al Zahra thank you for your support and always be my spirit to do my thesis has been done.
- My bestfriend who always give me support to finish this thesis, Gita, Sinta, Niken, and Wahyu, thanks for all.

ACKNOWLEDGMENTS

First of all, I would like to thank to Allah SWT that has blessed me to finish the thesis as a requirement to achieve the undergraduate Degree of Education in English Education Study program.

I deeply realize that this thesis is prepared with so much help from other. So in this chance, I would like to express my sincere gratitude and appreciation to:

1. Prof. Dr. H. Triyono, M.Pd., as the Rector of Widya Dharma University
2. Drs. H. Udiyono, M.Pd., as the Dean of Teacher Training and Education Faculty.
3. Dra. Hj. Sri Haryanti, M.Hum., as the Head of English Education Study Program.
4. Dr. Endang Eko Djati, M.Hum., as the first consultant, the researcher deeply thanks for giving motivation, guidance, and suggestion to write this thesis.
5. Dr. Didik Rinan Sumekto., M.Pd., as the second consultant, the researcher deeply thanks for giving motivation, guidance, and suggestion to write this thesis.
6. Drs. Budi Sasangka, MM., as the headmaster of SMK N 1 Klaten who has given the permission to do the research.
7. Puji Susila Utami, S.Pd., as the English teacher grade X of SMK N 1 Klaten, thanks for helping and giving information in writing this thesis.
8. The tenth year students of X AK 1 in SMK N 1 Klaten, thanks for giving information to complete the study.

The researcher would receive correction, suggestion, criticism and advice from the readers to make this writing better.

Finally, I hope that this thesis is beneficial for me and the readers in general especially those who are involved in the English teaching profession.

Klaten, September 2016

Ari Setiarini

LIST OF FIGURE

Figure 1. Components of Data Analysis: Interactive Model	52
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LIST OF APPENDICES

1. Field Note of First Obsevation.....	77
2. Field note of Second Observation	82
3. Field Note of Interview (Teacher)	85
4. Field Note of Interview (Students).....	89
5. Syllabus.....	93
6. Lesson Plan	116
7. Pictures	122
8. Research Permission Letter.....	123
9. Research Information Letter	124

TABLE OF CONTENTS

TITLE	i
APPROVAL.....	ii
RATIFICATION.....	iii
PRONOUNCEMENT.....	iv
MOTTO	v
PRESENTATION.....	vi
ACKNOWLEDGEMENTS.....	vii
LIST OF FIGURE.....	ix
LIST OF APPENDICES.....	x
TABLE OF CONTENTS.....	xi
ABSTRACT.....	xiv
CHAPTER I INTRODUCTION	
A. The Background of the Study	1
B. The Reason for Choosing the Topic	5
C. The Limitation of the Study	5
D. The Problem of the Study	6
E. The Aim of the Study.....	6
F. The Use of the Study.....	7
G. The Clarification of the Key Terms	7
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Teaching and Learning.....	11
1. The Meaning of Teaching and Learning.....	11

2. Theaching and Learning Process	12
B. A Brief View of Writing	15
1. The Meaning of Writing	15
2. Process of Writing.....	19
3. Writing Types	26
4. Importance of Writing.....	36
5. Teaching Writing	37

CHAPTER III RESEARCH METHOD

A. The Meaning of Reseach Method.....	40
B. Case Study.....	40
C. Strategy of the Research	47
D. Data and Data Source.....	57
1. Data	47
2. Data Source	48
E. Data Collecting Technique.....	49
1. Observation	49
2. Interview	49
3. Documentation	50
F. Data Validity	51
1. Source Triangulation.....	51
2. Method Triangulation	52
G. The Technique of Analyzing the Data	52

CHAPTER IV THE RESULT OF THE STUDY

A. Data Analysis	54
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B. Discussion of the Findings	65
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	71
B. Suggestion	73
BIBLIOGRAPHY	74
APPENDICES	77

ABSTRACT

ARI SETIARINI, Student No. 1211202790. English Education Study Program. Teacher Training and Education Faculty, Widya Dharma University, Klaten. S-1 Thesis: **A CASE STUDY ON TEACHING AND LEARNING WRITING TO THE TENTH YEAR STUDENTS OF SMK N 1 KLATEN IN ACADEMIC YEAR 2015/ 2016.**

This study aims to describe the process of teaching and learning study, the obstacles occur in the process teaching and learning writing and the solutions by the teacher in teaching writing of the tenth year students of SMK N 1 Klaten in academic year 2015/2016.

This study conducts qualitative research method. The data are collected by using observation, and interview. The data collected are then analyzed with descriptive qualitative method.

The research findings showed that the process of teaching and learning writing consists of the preparation such as lesson plan and material, activities in teaching and learning writing, such as opening, main and closing activity and the method that the teacher uses is talkative method, and the evaluation. The obstacles of teaching and learning writing process are the students were difficult to understand about tenses, the students get difficulty to understand the meaning of word, the students were passive in process learning writing, and the teaching and learning process is still teacher centered. The solutions that the teacher uses to solve the obstacles that are found in teaching and learning writing are the teacher drill the grammar, the teacher ordered the students to make one paragraph and then asked the students who want to get value to present their paragraph in front of the class, and the teacher ordered to the students to make descriptive text in group in order to they could discuss it. It makes students more creative. The solutions that the teacher uses are effective for the students.

Keywords: *case study, teaching and learning process, writing*

CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

According to Harmer (2004: 6), when considering how people write, we need to consider the similarities and differences between writing and speaking, both in terms of their forms and in the processes that writers and speakers go through to produce language. Both writing and speaking have their own signs, symbols, and devices to make communication more effective. Writing has fewer signs and symbols than speech but they can be just as powerful (Harmer, 2004: 10). Johnson (2008: 3) states when learn a second language, we learn to communicate with other people: to understand them, talk to them, read what they have written and write to them. In most language, writing is a complement to speech language. To write clearly it is essential to understand the basic system of a language. In English, it includes knowledge of grammar and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting. Almost all of our daily life is started from writing, for example writing short message, taking a note, writing a letter or email and etc. Because of writing is important skill, we can call it as a second language in our daily life and of course we must master it especially and English as a foreign language generally.

As one of skills, writing plays an important part in developing students' competence especially in comprehending any English text. According to Hyland (2002: 1), writing is central to our personal experience

and social identities, and we are often evaluated by our control of it. According to Harmer (2004: 3-4), writing is used for a wide variety of purpose it is produced in many different forms. However long ago writing really started, it has remained for most of its history a minority occupation. This is in part because although almost all human beings grow up speaking their first language (and sometimes their second or third) as a matter of course, writing has to be taught. Spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned (Harmer, 2004: 3). Fundamentally, writing is learned, rather than taught, and the teacher's best methods are flexibility and support.

According to Eggenschwiler and Biggs (2001: 134), writing is a process which consists of prewriting, writing, and rewriting, or revising and editing. The main purpose of writing is to inform, persuade, or entertain. Cornbleet and Carter (2001: 15) concluded that writing is planned; writing is permanent and crosses the boundaries of space and time; writing is process made up of numerous skills; all communication is purpose-driven and our purpose will determine: whether we communicate in writing or speech, the genre, the format, the style and format; all communication takes place within a context which will give rise to different text types and different language; text are written to be read: they have and intended readership in mind.

Meyers (2005: 2) states writing is a way to produce language, which you do naturally when you speak. Writing is also an action a process of discovering and organizing your idea, putting them on paper and reshaping

and revising them. Murcia (2001: 207) points out that writing is an act of communication that requires an interaction process which takes place between the writer and reader. As one of four language skills, writing is important to be learned. writing is stressed in guiding ideas in discovering meaning. The students' activities in teaching and learning process of writing will influence the students' skill achievement. In teaching and learning writing, the teacher role is to guide students through the writing process, avoiding an emphasis on form to help them develop strategies for generating, drafting, and refining ideas. So, teacher's role in classroom influences students' achievement in teaching and learning writing.

The researcher conducted the pre-observation on October, 15th 2015. The researcher came to the school and observed the teaching and learning writing in the class from the beginning until the ending of the class. The researcher observed how the teacher opened the material, explained the material, gave some questions to the students, and the last teacher gave task to review the material. The students asked to the teacher if they didn't understand about the material. In the ending of the class, the researcher gave a question for the students about their difficulty in writing. The students said that they felt difficult in grammar, tenses and vocabulary. From the students' answer, the researcher realized that in learning writing skill in SMK N 1 Klaten there are many obstacles faced by the students. Firstly, most of the students are difficult to understand writing in English as well, it is caused by lacking of vocabulary. When the students are asked to write, they are

influenced in Indonesian style for example when they tried to write '*Dia pergi ke dokter*', they write with 'She go to the doctor' whereas it should be written 'She sees to the doctor', they also need a long time to finish it. Beside that they are hard to translate the target language to the source language because difficulties choosing and finding suitable words of source language. They often find different meaning of the word in the dictionary when translating words from target language (English) to the source language (Indonesian). As an example above 'She sees to the doctor', it will be un-translated if the students translate without attend to the context of sentence, they will translate 'see' as '*melihat*'. Secondly, they often make errors in grammar when they wrote their task like addition and omitting. In addition, they usually use two verb in one sentence, for example "My mother *is work* in the hospital". The students had written "work" in that sentence but she/he adds verb "is" in his/her sentence. While omitting, the researcher found an error in the sentence "She sing a song". It must be "She sings a song" because she as a subject is single, so verb in the sentence must be added "s/es". They just took words lexically from the dictionary and they did not pay attention on the correct grammar. Realizing that teaching writing still have some obstacles and writing skill is important to learn and master by the tenth year students of SMK N 1 Klaten in 2015, the researcher wants to investigate the process of teaching and learning in the tenth year students of SMK N 1 Klaten in academic year of 2015/2016.

Based on the explanation above, the researcher interested in describing the process of teaching and learning writing in SMK N 1 Klaten from the preparation up to the evaluation entitled “*A Case Study on Teaching and Learning Writing to the Tenth Year Students of SMK N 1 Klaten in Academic Year of 2015/2016*”.

B. THE REASON FOR CHOOSING THE TOPIC

The reasons that encourage the researcher choose this topic as follows:

1. Writing is an important skill, almost all of daily life is started from writing, for example writing short message, taking a note, making a report and etc.
2. Writing is media of communication and the ability to write has to be conciously learned while speaking is acquired naturally.

C. THE LIMITATION OF THE STUDY

In this study, the researcher would like to limit the scope of the study is as follows:

1. The process of teaching and learning writing to the tenth year students of SMK N 1 Klaten in academic year of 2015/2016.
2. The obstacles found by English teacher in teaching and learning writing to the tenth year students of SMK N 1 Klaten in academic year of 2015/2016.

3. The solution of the obstacles found by English teacher in teaching and learning writing to the tenth year students of SMK N 1 Klaten in academic year of 2015/2016.

D. THE PROBLEM OF THE STUDY

The researcher wants to formulate the problem of the study as follows:

1. How is the process of teaching and learning writing of the tenth year students of SMK N 1 Klaten in academic year of 2015/2016?
2. What are the obstacles found by the English teacher in teaching learning of the tenth year students of SMK N 1 Klaten in academic year of 2015/2016?
3. How does the English teacher solve the obstacles in teaching and learning writing of the tenth year students of SMK N 1 Klaten in academic year of 2015/2016?

E. THE AIM OF THE STUDY

In this study, the researcher has aim to investigate, verify and analyze by researching, and interviewing the process of teaching and learning writing, obstacles found by English teacher, and the solutions to solve the obstacles in teaching and learning writing of the tenth year students of SMK N 1 Klaten in academic year of 2015/2016.

F. THE USE OF THE STUDY

The result of the study is expected to be useful both, theoretically and practically as follows:

1. Theoretical Use

The result of this study is expected to give contribution to the teachers and researcher to solve the problems are found in teaching and learning process, like error in grammar, tenses, spelling, and vocabulary.

2. Practical Use

The result of this study can be adapted to give an understanding to the Vocational High School students deeply like how to make them more interest in writing, we can try it by using song. Teaching and learning can be better after understanding the problem in teaching writing like how to use the right tenses in the right time, grammar, vocabulary and so on.

G. CLARIFICATION OF THE KEY TERMS

1. Teaching and Learning

According to Brown (2000:7) teaching may be defined as “showing” or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. While learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction (Brown, 2000: 7). While according to Hitchcock and Hughes

(2003: 4) teaching is that which goes on between teacher and learners in classrooms, but it also an activity which can take place in variety of settings and with markedly different groups of learners. Further, Hitchcock and Hughes (2003: 5) state that teaching is made up of individual teachers and these individuals all have their own personal and career histories, their own personalities, their own attitudes, values and experiences.

Learning is defined broadly as a process that brings together cognitive, emotional, and environmental influences for the purpose of making changes in one's knowledge, skills, values, and worldviews. Learning also refers to a relatively permanent change in behavior as a result of practice or experience (Murray and Christison, 2011: 140). Teaching and learning in this study means giving students knowledge and skill to guide and facilitate knowledge or skill by study, experience, or instruction.

2. Theory of Writing

According to Harmer (2004: 31), writing has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learner. Hyland (2003: 3) stated that writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing

development is considered to be the result of imitating and manipulating models provided by the teacher.

According to Eggenschwiler and Biggs (2001: 134), writing is a process which consists of prewriting, writing, and rewriting, or revising and editing. The main purpose of writing is to inform, persuade, or entertain. While according to Nunan (2003: 88) writing is the physically act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into computer. Thus, teaching and learning writing in this study means a guiding and facilitating learning by modifying the teaching style, approaches, method, and classroom technique done by the teacher of the tenth year students of SMK N 1 Klaten in academic year of 2015/2016.

H. THE ORGANIZATION OF THE STUDY

In order to facilitate the thesis arrangement, the researcher conveys the organization of study into five chapters.

Chapter I deals with introduction consisting of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the clarification of the key terms, and the organization of the study.

Chapter II deals with review of related literature consisting of theory of teaching and learning writing in Vocational High School

Chapter III deals with the research methods consisting of the meaning of research methods, the meaning of case study, the strategy of the research, the data and data source, data collection technique, and the technique of analyzing the data.

Chapter IV deals with research findings and discussion consisting the result study and discussion of the finding.

Chapter V deals with conclusion and suggestion consisting conclusion of study and suggestion to the study.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the conclusion and suggestion. Each discussion is as follows:

A. Conclusion

After analyzing the result of the observation and interviewing with the informants, the researcher gets informations about teaching and learning writing in the tenth year of SMK N 1 Klaten in academic year of 2015/2016. In this case, the reasearcher would answer the problem stated in chapter 1, they are as follows:

1. How is the process of teaching and learning writing of the tenth year students of SMK N 1 Klaten in academic year 2015/2016?
2. What are the obstacles in teaching and learning writing of the tenth year students of SMK N 1 Klaten in academic year 2015/2016?
3. What are the solutions of the obstacles faced by the teacher in the process of teaching and learning writing of the tenth year students SMK N 1 Klaten in academic year 2015/2016?

Based on the analysis of teaching and learning writing in the tenth year students of SMK N 1 Klaten, the researcher concludes as follows:

1. The Process of Teaching and Learning Writing
 - a. Preparation: the teacher prepares lesson plan based on the syllabus which has been made in the beginning of the semester including the material based on the syllabus for teaching.

- b. The activities in Teaching and Learning Writing: There are three activities that have been done by the teacher in conducting teaching and learning reading process. They are opening, main activity, and closing activity.
 - c. The evaluation: The teacher gives task after the students get the materials. Before the teacher finish the lesson, the teacher gives question based on the material. The last meeting, the teacher asked to students to make descriptive text and present it in front of the class
2. Obstacles Found in the Process of Teaching and Learning Writing
 - a. The students face difficulty in vocabulary and tenses.
 - b. The students are pasive in the class.
 - c. The teacher uses the same technique in teaching writing.
3. Solutions that the Teacher Uses to Solve the Obstacles that are Found in Teaching and Learning Writing
 - a. The teacher ordered the students to search the grammar error and make it true. They were allowed to open the dictionary. It could help the students to understand the tenses and grammar. They also could enrich the vocabularies by using their dictionary.
 - b. The teacher ordered to the students to make descriptive text in group in order to they could discuss it. It could train them to work together. The theme of the text is free in order to make students creative.
 - c. The teacher ordered the students to make one paragraph and then asked the students who want to get the added value to present their paragraph in front of the class. It could make them more active than before.

- d. The teacher asked the students to present their assignment (descriptive text) in front of the class, while other students were asked to pay attention and rechecked the sentence structure. It is done in order to the students do not bored and the teaching process have variation.

B. Suggestion

Based on the study result of teaching and learning writing of the tenth year students of SMK N 1 Klaten in academic year 2015/2016, the researcher would like to present some suggestion as follows:

1. For the teacher
 - a. The teacher needs frequently use media such as picture, flashcard, and poster in teaching and learning process.
 - b. The teacher needs frequently has variation in using teaching method like game, quiz, and so on.
 - c. The teacher needs to drill tenses, grammar and vocabularies continuously.
2. For the students
 - a. The students need to be more active in the class.
 - b. The students need to have initiative in learning. They have to make class be students centered not teacher centered. It can be done by making discussion with the other friend to solve the problem without the teacher guiding.
 - c. It is better to make a note of the unfamiliar word. They write the unfamiliar word in a book with the meaning. It is done everyday.
 - d. It is better to try to memorize the grammar, sentence pattern and tenses.

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