

An Analysis of Students' Strategies in Writing Recount Text

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Abstract

This study aimed to find out strategies for students in writing recount text. This research design used a descriptive qualitative method. The subject of the research was students in Grade 8th in SMP Laniang Makassar in the academic year 2022/2023. The sample was 22 students in two classes and used purposive sampling to gain the data. The data was collected using interviews. Based on the researcher's result, the researcher found that there were various strategies to overcome problems encountered by the students in writing recount text, namely the strategy of (1) making lessons visually compelling, (2) identifying important ideas, (3) changing vocabulary by students, (4) changing evaluations, and the last (5) linking previous knowledge. The positive response from students to this strategy indicates how crucial it is to encourage the development of comprehensive and in-depth writing skills. As a result, implementing an adaptive and responsive learning strategy can help students become better writers and produce graduates who are prepared to meet the demands of both academic and professional English.

Keywords: Strategies, Writing, Recount Text.

1. Introduction

Writing can involve words or sentences, but can also be a letter, story or article. According to Zainil (2008), writing is about equalizing multiple problems such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization and sometimes difficult skills for native or non-native speakers.

According to Nunan (2003), writing is an intellectual activity that involves gathering ideas and choosing how to express and organize them into a statement and paragraph that people can understand. It suggests that authors are expected to convey their ideas and arrange them in a coherent whole. Writing also conveys the writer's view of a problem that is displayed to the general audience. It involves the systematic writing of idea integration.

Writing can be defined as an active process of text creation that integrates lower-order transcribing abilities like handwriting, punctuation, and spelling with higher-order self-regulated thinking processes like planning, sequencing, and content presentation (Berninger et al., 2002). It enables the writer to effectively communicate the writing's content while keeping in mind the readers' ability to understand written language.

Haynes and Zacarian (2010) identify the following as giving clear guidance, making lessons visually compelling, linking previous knowledge, identifying important ideas, changing vocabulary learning, employing cooperative learning techniques, and changing assessment. It is important to have a strategy when working on the writing recount text because it helps writing test takers manage time well, deal with complex texts, avoid common mistakes, and better identify the writing text. With a good strategy, the writing text has a better chance of answering or writing the text correctly, increasing their writing in recount text and reducing writing ability when facing them.

Based on the discussion above, the researcher wants to conduct research on writing skills. The title to be studied, namely: An Analysis of Students' Strategies in Writing Recount Text.

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2. Literature Review

2.1. Recount Text

A recount text is a sort of English text that recounts a prior event or incident. An action or activity that took place before someone wrote the text might be the tale. "Recount is retelling past events in order to inform or entertain about what and when it happened," according to Gerot & Wignel (1994:194). These views suggest that while recalls are often based on the author's own experience, they can also be made up of imagined or non-personal experiences. Recount texts are written by authors who either share their own experiences or those of others with the reader. Stated otherwise, a recount text is a written account of prior experiences or occurrences.

Recount texts are created to narrate events with the intention of either entertaining or informative readers (or both), according to Cogan (2006). In order to inform the readers, the students are supposed to provide their thoughts regarding their experiences or recent occurrences.

A recount text is one that is meant to be read aloud for amusement or informational purposes (Wikipedia, free encyclopedia, 2010). This kind of writing is utilized in a variety of actual social circumstances outside of the classroom, including other written and electronic media. Utilized, for instance, in letters, diaries, blogs, biographies, travelogues, police reports, sports reports, and so on.

2.2. Strategies in Writing Recount Text

Haynes and Zacarian (2010) identify the following as giving clear guidance, making lessons visually compelling, linking previous knowledge, identifying important ideas, changing vocabulary learning, employing cooperative learning techniques, and changing assessment. The strategies explained below are:

a. Giving Clear Guidance

According to Krashen's (1981) first suggestion of the understandable input hypothesis, language acquisition occurs when learners hear and comprehend messages that are just a little bit advanced from their present level of English. To convey meaning to students, educators should talk more slowly and communicate with gestures and body language. It is especially important for newcomers to receive understandable input from their teachers when they are placed in mainstream classrooms and spend the majority of the day there. Students will not get knowledge from a teacher who lectures or who does not offer clear feedback in front of the class.

b. Making Lessons Visually Compelling

Making classes attractive might involve utilizing images to tell a story about material found in a textbook, creating story and semantic maps, and teaching students how to arrange information using graphic organizers. To teach new language and concepts, make use of charts, graphs, maps, pictures, and drawings and provide visual representations of new words to help students understand the material more easily.

c. Linking Previous Knowledge

According to Haynes (2010), teachers must take into account the schema that each student brings to the classroom and make connections between the curriculum and the students' individual, cultural, and global experiences. By using the connecting new information technique, teachers may find out what students don't know and how culture affects learning in the classroom.

d. Identifying Important Ideas

According to Haynes (2010), the teacher should identify the major ideas for the unit and specify the language and instructional materials for each session. Every session should start with the instructor writing a content objective on the board. The new material should be connected to this idea by having the teacher write the important concept for the subject in language that is understandable to the students and post it in the classroom. Additionally, teachers must assign linguistic goals to their students, such as applying grammatical rules, finding nouns in a lesson, or learning new vocabulary.

e. Changing Vocabulary Learning

According to Haynes (2010), teachers should also let students practice pronouncing new phrases. In order to reinforce meaning, teachers must make connections between the new language and previously learned material. Instructors

should introduce students to new vocabulary words that are included in the text as well as those that are relevant to the subject matter, as students require a lot of interpretation when it comes to these terms, idioms, and phrases.

f. Employing Cooperative Learning Techniques

According to Haynes (2010), students who have good reasons to debate significant problems and utilize language from academia would benefit most from working in small groups. In order for the students to profit from the cooperative learning technique, the instructor should assign tasks to the groups and ensure that the students are engaged. This will help the students to concentrate more during group discussions.

g. Changing Evaluation

Change students' assignments and tests. According to Haynes (2010), students' assignments and evaluations in topic areas should be differentiated. Keep in mind that some of your classmates might not be able to take notes. Therefore, the teacher must adapt the testing such that homework and assessments are closely related to what is taught in the classroom. Students should also receive study guides so they are aware of what to study.

3. Research Methods

This research used a descriptive qualitative research method. This research was conducted six months in February-July 2024, from data collection until all data was gathered. The research took place at SMP Laniang Makassar, located at Jl. Laniang No. 68A, Kec. Biringkanaya, Kota Makassar, South Sulawesi. This subject of the research consisted of tenth-grade students from SMP Laniang Makassar. There were 4 classes. There were 8.U, 8.1, 8.2, 8.3, and 8.4. The number of populations was 72 students. The researcher chooses two of the classes at purposive as the sample for this study. The class was 8.U which consisted of 11 students and the class was 8.1 which consisted of 11 students. The instrument used for data collection was an interview. In analyzing the data with the qualitative method, the researcher analyzes it with the theory from Miles and Huberman (2014). The analysis of interview data referred to the theory of Miles and Huberman (2014), in which the researcher used a systematic data analysis approach, consisting of three important steps: data reduction, data presentation, and conclusion drawing. Which consists of three important steps: data reduction, data presentation, and conclusion drawing/ verification.

4. Results and Discussion

The utilization of effective strategies is crucial for students aiming to overcome the challenges encountered in writing recount text. In this context, students employ various techniques and approaches to overcome the inherent difficulties. The following are the strategies applied by students at SMP Laniang Makassar:

4.1. Making lessons visually compelling (22 of 22 students)

All students, reported that they applied the strategy of making lessons visually compelling after writing recount text. This suggests that this step is very common and may be considered effective in helping students understand the material of writing recount text before writing the student's experiences. The findings above are in line with the results of interviews conducted by the researcher. This can be seen in the following interview results:

Extract 1, (05/03/2024)

"... saya menambahkan gambar agar pembaca tertarik untuk membacanya. Dan biasanya saya mencari contoh materi yang lengkap tentang recount text, mempelajari strukturnya dan mencari tahu kebenaran kosakata di internet."

[*"...I add pictures to make the reader interested in reading it. And usually, I look for complete examples of recount text, study the structure and find out the correct vocabulary on the internet."*]. (S22)

Extract 2, (02/03/3024)

"... kalau sudah mencoba beberapa kali untuk menulis teks recount tetapi, masih agak sulit saya rasa, biasanya saya memanfaatkan menggambar untuk menceritakan teks recount."

[*"...I have tried several times to write recount texts but, it is still a bit difficult I think, usually I use drawing to tell recount texts."*]. (S2)

Extract 3, (27/02/24)

“... biasanya terlebih dahulu menggambarkan atau membuatkan konsep dulu bagaimana alur cerita pengalaman saya kedalam berupa grafik untuk lebih memudahkan ketika ingin menulis.”

[“...I usually first draw or conceptualize the storyline of my experience into a graphic to make it easier when I want to write.”]. (S20)

Extract 4, (28/02/2024)

“... biasanya saya menggunakan menggambar untuk menceritakan pengalaman yang sudah saya alami, seperti menempelkan gambar agar lebih mudah menceritakan dari awal sampai akhir cerita.”

[“...I usually use drawing to tell my experiences, such as pasting pictures to make it easier to tell the story from beginning to end.”]. (S19)

Extract 5, (05/03/2024)

“... saya menggunakan strategi menggunakan gambar untuk memudahkan dalam apa yang harus saya ceritakan dalam menulis teks recount.”

[“... I use the picture strategy to make it easier to tell what I need to tell in writing a recount text.”]. (S5)

Extract 6, (02/03/2024)

“... strategi yang saya gunakan dalam menyelesaikan teks recount yaitu making lessons visually seperti, menambahkan gambar agar tulisan yang saya tulis dapat menarik untuk dibaca.”

[“... The strategy I use in completing recount texts is making lessons visually, such as adding pictures so that the writing I write can be interesting to read.”]. (S1)

Extract 7, (28/02/2024)

“... strategi yang saya gunakan biasanya menggunakan gambar, agar supaya lebih memudahkan saya untuk memulai menulis teks recount.”

[“... the strategies I use usually use pictures, so that it makes it easier for me to start writing recount text.”]. (S7)

4.2. Identifying important ideas (22 of 22 students)

All students reported that they prepared themselves before the write by identifying important ideas for specifying the language material for each session. This reflects common practice, where students recognize the need to strengthen their understanding of English through exposure to and identifying ideas with the texts before writing. The finding above is in line with the results of interviews conducted by the researcher. This can be seen in the following interview results:

Extract 1 (06/03/24)

“... kalau saya sebelum menulis teks recount, saya terlebih dahulu mengidentifikasi ide-ide yang penting yang terkait didalam recount text. Atau juga mengumpulkan berbagai pengalaman-pengalaman yang pernah saya baca yang serupa dengan ide yang akan saya tulis nantinya.”

[“...For me, before writing a recount text, I first identify important ideas related to the recount text. Or also collect various experiences that I have read that are similar to the idea that I will write about later.”]. (S1)

Extract 2 (06/03/24)

“... saya mencatat terlebih dahulu kata-kata baru yang saya temui saat ingin menulis teks recount dan mencari tahu arti serta cara penggunaan kata tersebut.”

[“...for me, I make a note of new words that I encounter when I want to write a recount text and find out the meaning and usage of the word.”]. (S22)

Extract 3 (06/03/24)

“... saya biasa melakukan latihan untuk menulis, agar dapat mengidentifikasi hal-hal yang penting yang dapat saya simpan dalam teks recount yang saya tulis.”

[“...I usually do writing exercises to identify important points that I can keep in the recount text I write.”]. (S5)

Extract 4 (28/02/24)

“... saya menggunakan strategi identifying important ideas, sehingga saya dapat mengidentifikasi kosakata baru yang saya gunakan kemudian menggunakan kosakata yang hamper mirip dengan yang saya ketahui.”

[“...I used the identifying important ideas strategy, so that I could identify the new vocabulary I was using and then use vocabulary that was similar to what I knew.”]. (S20)

Extract 5 (03/03/24)

“... saya terlebih dahulu menuliskan ide-ide yang penting sebelum menulis teks recount dan itu dapat memudahkan saya memulai menulis.”

[“...I first write down the important ideas before writing the recount text and it can make it easier for me to start writing.”]. (S9)

Extract 6 (05/03/24)

“... strategi yang saya gunakan yaitu identifying important ideas, yang memudahkan saya untuk menggunakan cara bagaimana menerapkan aturan grammar yang ada dalam teks recount.”

[“...The strategy I used was identifying important ideas, which made it easier for me to use how to apply the grammar rules in the recount text.”]. (S10)

4.3. Changing vocabulary learning (12 of 22 students)

A total of 12 students of the total students, used the strategy of changing vocabulary learning before writing recount text. Although the number is smaller, this shows that some students value the importance of changing vocabulary learning as an approach to improving writing time of expression in part of language futures. The finding above is in line with the results of interviews conducted by the researcher. This can be seen in the following interview results:

Extract 1 (28/02/24)

“... saya merujuk ke kamus dan terus untuk mencari tahu sinonim dan antonim dari kata-kata yang sudah saya kenal, serta memperluas kosakata saya. Dan saya berusaha untuk menggunakan kosakata baru dalam percakapan sehari-hari untuk membiasakan diri dengan penggunaannya”.

[“... I refer to dictionaries and thesauruses to find out synonyms and antonyms of familiar words, and expand my vocabulary. And I make an effort to use the new vocabulary in daily conversation to familiarize myself with its use.”]. (S5)

Extract 2 (28/02/24)

“... saya akan mengganti kosakata baru yang tidak saya kenal dengan kosakata yang saya kenal agar saya bisa memahaminya dengan mudah”.

[“... I will replace new unfamiliar vocabulary with familiar vocabulary so that I can understand it easily.”]. (S19)

Extract 3 (02/03/24)

“... saya biasanya menggunakan bahasa yang mudah saya mengerti agar pembaca juga dapat merasakan apa yang pernah saya alami”.

[“... I usually use language that I can easily understand so that the reader can also feel what I have experienced.”]. (S11)

Extract 4 (02/03/24)

“... untuk mengatasi kesulitan atau masalah ketika menulis teks, saya biasa menggunakan strategis changing vocabulary, dengan cara saya menulis kata baru yang saya temui dan mencari arti yang dekat dengan kata tersebut”.

[“... to overcome difficulties or problems when writing texts, I usually use strategic changing vocabulary, by writing new words that I encounter and looking for meanings that are close to the word.”]. (S13)

Extract 5 (05/03/24)

“... saya menggunakan pembaharuan kosakata untuk kosakata yang jarang saya temukan agar mudah saya pahami”.

[“... I use vocabulary updating for vocabulary that I rarely find so that it is easy for me to understand.”]. (S17)

4.4. Changing Evaluation (5 out of 22 students)

A total of 5 students of the total students, used the strategy of changing evaluation before writing recount text. Although the number is smaller, this shows that some students a critical process in change control that helps students to overcome the impact, difficulties, and problems of proposed changes to students writing. It also helps students identify and mitigate any risks, issues, or dependencies that may arise from the change implementation as an approach to improving writing recount text, especially in writing events and time of expressions. The finding above is in line with the results of interviews conducted by the researcher. This can be seen in the following interview results:

Extract 1 (05/03/24)

“... strategi yang saya gunakan yaitu changing evaluation, yang dimana sebelum menulis saya biasa terlebih dahulu mencari referensi tugas teks yang hamper saya yang diberikan oleh guru dan melatih diri untuk menulis teks dengan tema yang berbeda seperti yang pernah saya baca”.

[“... the strategy I use is changing evaluation, which before writing I usually first look for references to text assignments that are similar to mine given by the teacher and train myself to write texts with different themes like the ones, I have read...”]. (S11)

Extract 2 (02/03/24)

“... untuk mengatasi kesulitan atau masalah ketika menulis teks, saya biasa menggunakan strategis changing evaluation, yaitu dengan melatih diri saya sendiri untuk menulis-menulis teks yang berkaitan dengan recount text”.

[“... To overcome difficulties or problems when writing texts, I usually use strategic changing evaluation, namely by training myself to write texts related to recount texts...”]. (S16)

Extract 3 (28/03/24)

“... saya biasanya melakukan semacam test untuk diri saya sendiri agar dapat menulis teks recount dengan baik dan benar”.

[“...I usually do a kind of test for myself in order to write a recount text well and correctly.”]. (S22)

Extract 4 (05/03/24)

“... strategis yang saya gunakan yaitu dengan mencoba menulis-menulis teks yang berkaitan dengan recount text”.

[“... strategis that I use is by trying to write texts related to recount texts.”]. (S19)

4.5. Linking previous knowledge (7 out of 22 students)

A total of 7 students of the total students, used the strategy of linking previous knowledge before writing recount text. Although the number is higher than the strategies above, this shows that some students make connections between the curriculum and the students' individual, cultural, and global experiences as an approach to improving writing recount text, especially in writing events. The finding above is in line with the results of interviews conducted by the researcher. This can be seen in the following interview results:

Extract 1 (28/03/24)

“... saya biasanya menulis teks dengan pengalaman yang saya alami dan memilih pengalaman yang sesuai dengan tema yang diberikan”.

[“...I usually write texts with my experiences and choose experiences that fit the given theme.”]. (S4)

Extract 2 (02/03/24)

“... saya mengatasi masalah tersebut dengan memilih kata yang dapat berhubungan dengan budaya saya sendiri sehingga memudahkan saya untuk menulis kemudian menerjemahkan kata tersebut kedalam bahasa baku”.

[“...I overcame the problem by choosing words that could relate to my own culture so that it would be easier for me to write and then translating the words into the standard language.”]. (S9)

Extract 3 (05/03/24)

“... saya mengatasi masalah yang saya hadapi dengan cara menggunakan bahasa dan pengalaman yang saya ketahui saja”.

[“... problems I face by using the language and experience I know.”]. (S17) Extract 4 (02/03/24)

“... saya mengatasi masalah tersebut dengan memilih kata yang dapat berhubungan dengan budaya saya sendiri sehingga memudahkan saya untuk menulis kemudian menerjemahkan kata tersebut kedalam bahasa baku”.

[“...I overcame the problem by choosing words that could relate to my own culture so that it would be easier for me to write and then translating the words into the standard language.”]. (S20)

This part presents the discussion of research findings. The aim of the research was to find out the strategies in writing recount text of the eighth-grade students of SMP Laniang Makassar. Related to research findings, there were five strategies in writing recount text of the tenth-grade students of SMP Laniang Makassar. It has been proven by conducting interviews it was found that the strategies students in writing recount text. The following was a clear and detailed discussion of the strategies students in writing recount text:

a. Making Lessons Visually Compelling

Making lessons visually compelling in writing recount text is an effective approach to help students overcome difficulties in writing events or specific details in recount text. The students applied the strategy in an effort to increase effectiveness and focus in their writing process. This method was found to help prioritize better, so as to identify relevant events from the structure of recount text before starting to write. Knowing explicitly what to expect from the text can guide a more purposeful search for information in the text, reducing the chances of focusing too much on less relevant details. The researcher found the student’s strategy was making lessons visually complete before writing the recount text.

Similarly, research by Raharjanto (2016) found that the strategies applied by the students in writing recount text were to make the lesson visual and cooperative learning. The strategies are applied by making a group and analyzing the picture.

Based on the previous findings above, this strategy also increases efficiency, allowing students to find the necessary information quickly and reducing the risk of running out of time. By knowing what is expected of them before writing the text, students also feel more confident and less anxious in the face of the writing recount text. Thus, this strategy not only helps students find structure more efficiently but also improves their overall understanding of the text they are writing.

b. Identifying Important Ideas

The researcher found the student’s strategy was identifying important ideas in writing recount text. This is a very effective step to overcome difficulties in writing past tense in language futures of recount text. Students become more familiar with the various vocabulary that may appear in their writing recount text. This not only helps them recognize unfamiliar words but also expands their overall vocabulary. Moreover, this familiarization also helps students in understanding the context in which the words are used, so that they can better interpret their meaning. With more experience in dealing with unfamiliar words, students can also feel more confident and less anxious when trying to write the text.

According to Mikha (2022) her findings, the GIST strategy facilitates students in shorting and choosing vocabularies for classifying the vital knowledge from the text therefore it concludes information to facilitate understanding. GIST strategy and how to make a summary according to GIST strategy as a strategy for summary text. The student seems easier to summarize, GIST strategy facilitates students in shorting and choosing vocabulary for classifying the vital knowledge from the text therefore it concludes information to facilitate understanding.

Based on the previous above, the researcher can conclude the strategy of identifying important ideas in writing recount text also helps students to identify the major ideas for the unit and specify the language and instructional material for each paragraph. The new material should start with the instructor writing a content objective on the board.

c. Changing Vocabulary Learning

The researcher found a strategy for changing vocabulary learning in writing recount text. Changing vocabulary learning while writing recount text is an effective approach to overcoming difficulties in writing time of expression in part of language futures in recount text. When students apply this strategy, they are actively involved in the writing process by distilling vocabulary from the text and expressing it in the form of changing vocabulary. Thus, they not

only process the information in more depth, but also begin to recognize sentence patterns, keyword usage, and paragraph structures that are common in the recount text. This process of changing vocabulary also helps students develop their analytical skills, allowing them to view the vocabulary from different perspectives and identify important elements.

According to Haynes (2010), in order to reinforce meaning, students must make connections between the new language and previously learned material. Instructors should introduce students to new vocabulary words that are included in the text as well as those that are relevant to the subject matter, as students require a lot of interpretation when it comes to these terms, idioms, and phrases.

Based on previous studies above, the researcher concluded that changing vocabulary can also be a useful resource when students need to return to certain vocabulary, helping them remember the vocabulary better and providing useful references when changing the vocabulary into text. Thus, this strategy not only helps students understand the vocabulary or phrases better but also helps them overcome challenges that may arise in understanding the language or writing style in the recount text.

d. Changing Evaluations

The researcher found a strategy for changing evaluation in writing recount text. Changing evaluation while writing recount text is an effective approach to overcoming difficulties in writing events and time of expression in part of language futures in recount text. When students apply this strategy, they are an evaluation text that offers an opinion or a review of something. Evaluative writing has three key elements, there are judgment, criteria, and evidence. The judgment is the writer's opinion on the topic. The criteria are the reasons for the writer's judgment. Actively involved in the writing process by distilling vocabulary from the text and expressing it in the form of changing evaluations. This process of changing evaluations also helps students to receive study guides so they are aware of what to study.

Based on previous studies above, the researcher concluded that changing evaluations should tell students whether, and to what degree, the change is working and the contributing factors that are having the most impact – good or bad – on the outcomes. Evaluation investment should be commensurate with the scale of the project and should only measure meaningful data attributable to the interventions.

e. Linking Previous Knowledge

Last, the researcher found a strategy for linking previous knowledge learning in writing recount text. Linking previous knowledge while writing recount text is an effective approach to overcoming difficulties in writing events in recount text. When students apply this strategy, they must take into account the schema that each student brings to the classroom and make connections between the curriculum and the students' individual, cultural, and global experiences.

She concluded that there are objectives to know the types of schema used by the students in reading comprehension and the level of learning the students have while using background knowledge on reading comprehension. The researcher used to read tests and interviews as data sources in this research. The research participants were 13 students of the English Education Study Program. The result of the data analysis presents that students used linguistic schema and content schema in understanding the reading test. Other than that, the level of students' learning in reading was also measured. The result presented that 31% of students performed a deep level learning and 69% of them applied surface level learning. It was measured by their reading test results using the Making Connection strategy (Ekasary, 2022).

Based on previous studies above, the researcher concluded that linking previous knowledge can also be a useful resource when students need to return to students individual, cultural, and experiences and use the connecting new information technique. Teachers also may find out what students don't know and how culture affects learning in the classroom.

5. Conclusion

There are some strategies used to overcome all the problems faced by students. Students applied three strategies from seven strategies, namely the strategy of (1) making lessons visually compelling, (2) using identifying important ideas, (3) changing vocabulary by students, (4) changing evaluations, and the last (5) linking previous knowledge. Students' positive response to this strategy shows the importance of supporting the development of complete and in-depth writing skills. By considering students' writing and interview findings, there needs to be a continuous effort in

designing learning strategies that not only support students' success in the recount text but also develop their overall writing skills. Thus, the implementation of an adaptive and responsive learning approach will make a positive contribution to improving students' writing abilities, creating graduates who are ready to face the demands of English various academic and professional.

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