



A Portrait of Teaching Writing in EFL Learners' Classroom

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Abstract

This paper is designed to assist EFL teachers. It attempts to give insight and share ideas on how four methods of teaching can be implemented in EFL learners' classrooms, particularly in teaching writing. Audio-lingual, grammar translation, communicative language teaching, and a genre-based approach are among the methods used. Through this study, the teachers can hopefully use the combination of those methods to assist the students in learning writing skills. Audio-Lingual opens the class through drilling activities that are followed by the grammar translation activities. Afterwards, the class continued with the Communicative Language Teaching and the students were eventually assigned to produce a text in the final stage using the Genre Based Approach. To make it clearer, this paper also provides the steps for implementing the combination of the four methods. So, the EFL teachers are able to gain more explicit input.

Keywords: *audio-lingual, grammar translation, communicative language teaching, and genre based approach*

A. Introduction

This field research is conducted to figure out how to combine four methods of teaching to teach writing. Teaching English is not something that everybody who speaks English can do. It is a profession, which means it is a job in an area of education (Richards, 2015). The EFL teachers are required to have adequate knowledge of how to use the appropriate methods in the class. A disordered condition will occur in the class when methods are used without the professionalism of the teacher (Hadfield & Hadfield, 2011). The professionalism is demonstrated by continuous efforts to set standards for English language education and teachers (Richards, 2015). It means teachers need to keep studying in order to teach effectively. Moreover, teaching is not an easy job (Harmer, 2010). Every single lesson will be very difficult if the teachers cannot play the appropriate role in the class. It is because classrooms are complex contexts for learning (Wright, 2005). In many cases, the students surely have a great passion at the very beginning of the meeting. However, boredom appears and reduces their passion to learn. One factor is the quality of the teacher.

Indeed, students need a professional teacher who can manage the class well. Language teachers have a significant impact on the teaching and learning process, method selection, as well as study design (Maaliah et al, 2017). No wonder teachers need suitable methods, especially in teaching language (Triastuti, 2020). However, it does not mean the methods are used without guidance. In summary, the field of method of teaching to teach foreign language, especially writing skills, is rich to explore. No wonder, many researchers had conducted many research in this area. Some of them are the source of inspiration of this present study.

In "Comparing Face-to-Face and Computer-Mediated Collaboration when Teaching EFL Writing Skills", Jiang, et al (2021) found that face-to-face instruction was more effective at helping students develop their writing abilities than computer-mediated communication was. In "Triggering Preservice Teachers' Writing Skills through Genre-Based Instructional Model Viewed from Creativity", Haerazi, et al (2020) figured out that the GBI model was superior to the PBI model in terms of effectiveness. Their study implies that the level of students' creativity determines the impact of the instructional model and writing abilities. The results show that the instructional model being used and creativity in the instruction of writing skills interact significantly. Then, Aliyu (2020) conducted "Exploring the Nature of Undergraduates' Peer Collaboration in a PBL Writing Process". The results demonstrated that the participants assisted their peers in the PBL process in a variety of ways. Students' writing skills improved as a result of the peer support they received. The field of writing is also explored by Alwahoub, et al (2022) through "The Impact of Synchronous Collaborative Writing a Google Docs Collaborative Features on Enhancing Students' Individual Writing Performance". The findings of this study demonstrated the beneficial effects of synchronous collaborative writing using Google Docs on improving students' individual writing performance, especially on the three measurements of Content, Language use, and Organization, as significant variations were found in the three different writing tasks. Lastly, Graham, et al (2021) conducted "Teaching Writing in the Primary Grades in Norway: A National Survey" to reveal the effectiveness and preparation of 1049 Norwegian teachers teaching in grades 1-3.

Considering the richness of teaching writing research, this present study is conducted to enrich the knowledge in this area. This paper aims to reveal how to combine the Audio-Lingual Method, the Grammar Translation Method, the Communicative Language Teaching Approach, and the Genre-Based Approach for teaching language, particularly writing. The focus of this study has received less attention and therefore is able to fill the research gap. With this combination, this paper tends to make the students ready to be able to produce a text. So, the students can get the benefits from the various methods used by the teachers and produce a text at the end of the class.

According to Pattison (1995), college teachers are often amazed at the brilliance of some students and the shallowness of others. It is a sign that being a teacher is not easy. In addition, teachers are also responsible for making the class fair for all students. It is crucial because students will generally respect teachers who show impartiality and who do their best to reach all the students in a group rather than just concentrating on the ones who "always put their

hands up" (Harmer, 2010). The learning process will be more effective and conducive if the teacher can reach all students and does not focus only on some students. To teach a good lesson, teachers and students must work together in an atmosphere of mutual respect and trust, as well as a shared knowledge of suitable classroom behaviour. The class needs to build a sense of community, with everyone cooperating to achieve common objectives (Richards & Farrel, 2011). Hopefully, this paper can help teachers combine some methods to teach effectively, particularly writing.

Audio-Lingual Method

The audio lingual method is a method whose implementation is focused on the exercises, drills, and vocabulary necessary for the exercises, dialogs, and texts (Richards & Rodgers, 2016). The class practices the dialogue started by a large group until the smaller groups. The dialogue is learned by drilling on the structures that exist in the dialogue. It aims to strengthen habits by making the pattern automatic (Krashen, 2003). The students, no wonder, will utter and read word by word repeatedly. In the classroom with audio-lingual method, the instructions are given by the teacher. Therefore, the teacher is illustrated as an orchestra leader who directs and controls the language behaviour of the students. The teacher is also responsible to provide the students with a good model for imitation. Meanwhile, the students are imitators of the teacher's model. They follow the teacher's instructions and respond to them as accurately as possible (Larsen-Freeman & Anderson, 2011)

Grammar Translation Method

A grammar-translation method is one of the most successful ways for learning English by concentrating on reading and interpreting sentences that demonstrate grammatical rules (Aqel, 2013). This method is very classic. It has been used for many years in western European countries, especially around the 18th and 19th centuries (Kong, 2011). Teachers who use this method open the class by distributing the passages in the target language. Then, the students are assigned to translate the passage into their native language, and they must retell it in their own target language. Also, grammatical rules and vocabulary are learned through translating the passage into their native language. Indeed, the native language of the students plays a crucial role in this method, and the class uses it most of the time (Larsen-Freeman & Anderson, 2011). That is why the students are expected to be able to read literature written in the target language at the end of the class by using this method (Afiah, 2014).

Communicative Language Teaching

According to Richards (2006), the most obvious characteristic of CLT is that almost everything that is done is done with a communicative intent. That is why this method surely uses the communicative approach. This means that this method will encourage students to use the language to communicate with one another. No wonder, the activities that use this method must be able to make the students use the target language. Those activities that are commonly used in this method are role play, interviews, information gaps, games, language exchanges, surveys, pair work, learning by teaching, and so on. The point is that the CLT approach is more student-centered than teacher-centered. In the classroom, the teacher's role is to facilitate student dialogue through an effective learning assignment (Dos Santos, 2020)

Genre-Based Approach

Genre refers to language used in a stylized communicative situation to represent a specific set of communicative goals of a disciplinary or social institution by speakers and writers (Nagao, 2019). No wonder, the most effective methodology for implementing a text-based syllabus is the genre approach (Basori, 2020). The learning process will surely deal with different kinds of text in this method. Then, at the end of the lesson, the students are assigned to produce the text, but before that, there are some steps that the student must do in the classroom with the teacher (Emilia & Hamied, 2015). First, the teachers will perform their roles to explain all about the text. It started from the kind of text, language features, social functions, and generic structure. After that, the students start to play their roles, and then the students begin to write the text, but they do this still under the guidance of the teachers. It means that the students will produce the text together with the teacher. Finally, when the students are ready, they will be independent writers. They will produce the text independently.

B. Method

This present study employs qualitative methodology to research the participants of this study, namely the students of a private class at one of the English courses in Cirebon. Qualitative research tends to identify behaviors because it will investigate relationships, activities, situations, and materials (Ary et al, 2012). This study uses participant observation as the technique of data collection. In this type of observation, the researcher becomes much more involved in the lives of the people being observed (Dawson, 2007). The function of observation is to understand how people act or how things look (Fraenkel et al, 2012). The instruments and technique of data analysis are inspired and adapted from Larsen-Freeman & Anderson (2011). It is considered suitable for this present study as the researcher will directly teach the EFL learners.

C. Findings and Discussion

This method combination is formed by the Audio-Lingual Method, the Grammar Translation Method, the Communicative Language Teaching Approach, and the Genre-Based Approach. With this combination, the students are able to produce their own text at the end of the meeting. The class was opened by Audio-Lingual Method activities. The activity then continued into the Grammar Translation Method. The results of it were discussed more using Communicative Language Teaching Approach. Lastly, Genre-Based Approach was used to close the class. To understand more about how to combine these four methods, the activities where the teacher uses this combination are presented using the theory from Larsen-Freeman & Anderson (2011). The class is a private class at one of the English courses in Cirebon that consists of four senior high school students, and the schedule is held three hours a week on Saturday evening.

Findings

Experience

This meeting was quite similar to the previous ones. The students waited in the waiting room. They were not patient enough to hear the bell, which was a sign that their time for studying English had started. A few minutes later, the bell rang. The students walked to their class with their smiles on, and the teacher followed them in the back. Then, they sat in their chairs while the teacher put his bag on the table and stood in front of the class. The students were very noisy, and they slightly ignored the teacher. The teachers greeted them and asked them to be silent and pay attention to the teacher's statement. After the class was silent and the teacher was sure that the four students were ready to get the lesson, he asked one of the students in the corner of the class to lead the prayer time before the lesson. The lesson had started. The teacher shared one narrative text with the title "Prince Budu" to the students, but the text was not complete. There was one generic structure that was gone. The resolution of the narrative text was not written in the text.

Each student got the text, including the teacher. Then, the teacher read the text aloud with good pronunciation and intonation while the students listened carefully to his voice. When the teacher finished reading once, he read once more, but this time the students were assigned to repeat the sentence that the teacher read. Surely it must be with good intonation and pronunciation. After that, the teacher pointed to a student to read the first to second paragraph, the second student read the third to fourth paragraph, the third read the fifth to sixth paragraph, and the fourth student read the seventh to eighth paragraph. When the students read their paragraph, the teacher made some notes regarding the students' pronunciation and intonation. Some students made the wrong pronunciation of some words. When the teacher was confident that the students could read those words correctly, the reading activity was extended for another 15 minutes.

The teacher asked the students to sit in a circle. After that, the teacher assigned the next activity where students must translate the narrative text that has been shared into Bahasa Indonesia. This activity was conducted individually, even though they sat in the circle. While the students were very busy trying to find the meaning through the dictionary, the teacher stood up behind them, and he was always ready if the students had some questions.

This activity took a long time. It was 30 minutes. Finally, they can finish the task and immediately give the next task to the students. The students were assigned to tell the story

through the narrative text that they translated by using their own English to the other students. The tallest student started to tell the story, and it continued with the other ones. Unfortunately, there were many grammatical mistakes when students read the text, but the mistakes were ignored because the purpose of this activity was to encourage students to speak the target language communicatively. As long as the meaning was delivered, the grammatical mistakes were fine. This activity was completed in 25 minutes.

The activity still went on. The time went very fast; they had spent 65 minutes getting in touch with the text that was shared. The teacher was very sure that the students knew what the text was about. So, the next activity was started. The teacher asked the students to have a little discussion in the group. The discussion was held using the English language, and the purpose of this activity was to decide the next story in the text because it did not have a resolution. It means they were assigned to write the resolution of the text through the discussion in the group. The activity was conducted leisurely. The laughter and smiles could be seen clearly on the faces of the students. The teacher did more than just sitting in his chair while this activity was conducted. He monitored and gave some advice to the students. Some students spoke in Bahasa Indonesia. Then, the teachers asked them to use English, but the students replied that they did not know the English of some expressions and words. So, the teacher explained them in English, but unfortunately, the students still did not understand. Finally, the teacher used Bahasa Indonesia. In 30 minutes, they completed the story.

The text was complete. Unfortunately, the students made some grammatical mistakes in their resolution. The biggest one is the tense that is used in the text. The activity, however, was not over because the teacher asked the students to choose one of them to read or present the resolution in front of the class, while the grammatical errors would be explained after the meeting. The tallest student was chosen to present the resolution. Then, she came forward and presented the resolution in five minutes.

The next activity came just after the teacher gave applause for every single smart student in this class. This time was the time for the teacher to play his role. He explained everything about the text. It started with an explanation of the kind of text, the generic structure, the social purpose, and the language features of the text. The text was narrative, so he talked a lot about it while the students listened and paid attention to his explanation. The explanation was conducted quickly in ten minutes because it was not the first time the students had learned narrative text.

For the next 30 minutes, the teacher played the role as the director of the activity. The students were assigned to make the same kind of text, but now they wrote the text under the guidance of the teacher. Both the teacher and the students made the text together. The teacher stated the Indonesian sentences and the students repeated them by translating them into English. The first time, they translated the sentences in the present tense. Then, the teacher explained for a while that narrative texts used the past tense. For the first ten minutes, they wrote the orientation of the text together. Then, the complications of the text were completed in the next ten minutes. The students looked very tired at that point, but the teacher calmed them down and continued the activity of writing the resolution of the text.

Time goes by very fast. The meeting was still on with 40 minutes left. When the teacher wanted to continue the activity, the students requested a rest for a while. Then, the teacher agreed because, at the same time, the sound of Adzan was heard. Therefore, the teacher decided to give ten minutes for rest and to pray for Ashar.

The time for the rest were over, and the students walked to the class while the teacher followed them in behind. This time the students came to the last activity of this meeting. They were assigned to write the text independently, without the guidance of the teacher. They only have 30 minutes to do this. The teacher said that 30 minutes was enough time to write the simple narrative text. Unfortunately, only one student can finish the text with the complete generic structure. The tallest student did it. Those who had not finished the text were required to bring it to the next meeting, along with an explanation of their narrative text. It means that the text will be discussed in the next meeting. The tenses, generic structure, and social function of the text will be explained next meeting.

Discussion

The goals of teachers who use this method combination

The teacher uses the genre-based approach as one of the methods in this combination. It is

no surprise that the teacher's goal is to prepare students to master and produce the type of text. In addition, the teacher also uses the Audio-Lingual to improve the pronunciation and intonation of the students through the drills in the class, whether in reading or communicating. Therefore, through the Audio-Lingual Method, the teacher wants the students to be able to communicate effectively (Richards & Rodgers, 2016).

The Grammar Translation method is also used in this combination. The goal of it is that the teacher wants to enrich the vocabulary of the students and give the right sentence pattern to them. That is why Larsen-Freeman & Anderson (2011) say that the students can easily read literature written in the target language. She also states that by using this method, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better (Larsen-Freeman & Anderson, 2011). Then, the teacher also wants to improve the presentation ability of the students by asking them to retell the text that they translated.

This combination also uses Communicative Language Learning. So, through this method, the teacher wants to enable students to communicate in the target language (Richards, 2006). Indeed, it is because, after the translating activity, the students will be assigned to discuss with their peers using English to continue the text. They will be encouraged to speak English. So, it can be concluded that these four methods support and complement one another to produce this method combination.

The Role of Teacher and Students

The roles of the teacher and students are changeable. It is because there are four methods that are combined in this combination. At the very beginning of the meeting, the class uses the Audio-Lingual. In this method, the teacher acts as an orchestra conductor, directing and controlling the students' language behavior (Larsen-Freeman & Anderson, 2011). So, the class is directed by the teacher, and the students will follow or do what the teacher asks or says in the drill or repetition. The students are imitators of the teacher's model in audio-lingual (Krashen, 2003)

The Grammar Translation Method will be used next. The roles of teacher and student are not really different. It is because, as stated by (Kong, 2011), the teacher is the authority in the classroom. Therefore, students will still follow the directions of the teacher.

In Communicative Language Teaching, the roles of the teacher and the students shift. The teacher shares the kind of text in the opening of the lesson. It is not only used for the drill or translation but also for the topic in Communicative Language Teaching. In communicative language teaching, the teacher facilitates communication in the classroom (Dos Santos, 2020). With this role, one of the teacher's major responsibilities is to establish situations likely to promote communication.

The teacher also plays the role as the adviser who is always ready to give some suggestions to the students, especially when they are discussing the next story from the text that was shared at the beginning of the lesson. The students will act as the main actors this time, because they will do the discussion with the group. The students are communicators because they are actively engaged in negotiating meaning with other members (Larsen-Freeman & Anderson, 2011). Then, the point can be made that the teacher's role will be very dominant in the beginning of the class because the class uses the Audio-Lingual and Grammar Translation Method, but in the middle of the class, the role of the students becomes dominant. It is also supported by (Richards, 2006) who points out that, in the Communicative Language Teaching method, the teacher's role is less dominant than in a teacher-centered method, and students are seen as more responsible managers of their own learning.

The genre-based approach is utilized as the last method in this combination. In this method, the role of the teacher will change from the previous role. He will be the director who manages the activities in the class. It is because he will explain everything about the text and lead the writing text activity together with the students (Nagao, 2019). The students themselves will act as the traditional role. They will follow what the teacher says and asks, but their role will change in the injury time of the lesson. They will act as independent writers (Emilia & Hamied, 2015). In this method combination, it can be concluded that the Audio-Lingual, Grammar Translation, and Genre-Based tend to be teacher-centered while CLT is more student-centered.

Characteristics of the teaching and learning process

The class starts when the teacher shares the text to the students. Then the audio-linguistic

method is used. This time the students will deal with the drill or repetition activity. Larsen-Freeman & Anderson (2011) also say that the activities in Audio-Lingual deal with the dialogs, and the dialogs are learned through drills or repetition. The teacher reads the whole text well, and after that, he reads it once, but now he asks the students to repeat it. Then, he points to one student to read one paragraph that will be continued with the other students to read the next paragraph.

The Grammar Translation Method is used next when the teacher is sure that the students are ready to move on to the next activity. The teacher asks students to sit in the circle and translate the text into Bahasa Indonesia using the dictionary. After that, students are assigned to present or retell the text using their own English, one by one, to other students.

As stated in the previous explanation, the text that is shared is incomplete. It does not have the resolution. That is why the next activity will use Communicative Language Teaching. The students discuss in the group the appropriate resolution of the text by using English. This method will surely deal with the small group. It is because, as Larsen-Freeman & Anderson (2011) state, activities in CLT are often carried out by students in small groups. Then, after they finish and they are ready to present the resolution, they choose one of the members as the representative to read the complete text in front of the class.

The activity is continued with the genre-based approach as the finish line in this combination. Firstly, the teacher explains all about the text, such as the language features, social function, generic structure, and the kind of the text. When the students understand the text, the lesson goes to the next activity, namely, writing the text together. It means students try to write the text under the guidance of the teacher. The last activity will be conducted after that. The students are assigned to write the text independently. In sum, the Audio-Lingual and CLT in this combination deal with the speaking skill, while Grammar Translation and Genre-Based deal with the written skill.

Student-teacher interaction

This interaction occurs when the teacher shares the text with students and also when the teacher uses the Audio-Lingual through the drill or repetition at the beginning of the lesson. In addition, it also occurs when the teacher asks the students to translate the text into Bahasa Indonesia. Even when the class is in the discussion session, this interaction occurs, especially when students ask some questions and need some advice from the teacher. Then, this interaction occurs most in the last part of the lesson when the teacher explains all about the text and also when he guides the students to make a text.

Student-student interaction

This interaction occurs when the students present or retell the text to the other students when they finish translating the text. Even when they translate the text, possibly this interaction still occurs even though it is a personal task. It is because they sometimes probably ask to other students. In addition, this interaction occurs most during the discussion time when they discuss the next resolution of the text. As the conclusion, these four methods support and complement one another to produce this method combination because teacher-student interaction is dominant in Audio-Lingual, Grammar Translation, and Genre-Based, while student-student interaction is dominant in CLT.

The feelings of the students dealt with

The purpose of combining these four methods is to avoid the boredom of learning a language. Therefore, the students feel very comfortable in the class. They can laugh and smile easily in class. That is enough to prove that they enjoy the lesson. Furthermore, the students are also interested in learning language because the class does not only use the teacher-centered but also the student-centered. That is why the atmosphere in the class is good.

How the language and culture are viewed

The language is viewed through the presentation or retelling the text to other students. In addition, it is viewed by the discussion when they decide the resolution of the text, and the language is also viewed in the text. Then, the culture is viewed through the text. It means the text contains the culture of the students' lives, such as helping each other, respecting each other, or even the legend of the students' city.

The areas of language emphasized and language skills emphasized

Through this combination, the teacher can emphasize all areas of English; speaking, listening, writing, and reading. It is because students are also assigned to present and retell the text and discuss it with their peers. That is what affects both speaking and listening in this combination. It must be stressed that there are two main areas that are emphasized; writing and reading. Larsen-Freeman & Anderson, (2011) say that this method was used for the purpose of helping students read and appreciate foreign language literature. That is why the Grammar Translation Method is used to make sure the students can understand the passages. Then, the reason why the genre-based approach is used is because it wants to prepare the students to be able to produce and write the text well.

Furthermore, there are other English skills that are touched by this combination. Pronunciation and intonation are learned through the drill. Then, the grammar ability and structure of sentences are learned through the translation activity. This combination of drill and translation can also help to improve vocabulary. In short, Audio-Lingual and CLT in this combination will emphasize the speaking and listening skills, while Grammar Translation and Genre-Based will surely engage with the writing and reading skills.

The role of the students' native language

The English language is prioritized in this combination. Unfortunately, sometimes students do not understand some expressions and they do not know some vocabularies. The first thing that the teacher should do is to explain everything in English, but when the students still do not get the point, the use of Bahasa Indonesia is allowed. The native language is not allowed in Audio-Lingual while in Grammar Translation it is absolutely allowed. In addition, both Genre-Based and CLT actually ban the use of the native language, though sometimes it is allowed. So, the point can be made that native language is allowed as the last step and solution.

How the evaluation is accomplished

The evaluation will be conducted at the next meeting after the students finish writing their complete text. The evaluation consists of the correctness of the grammar, sentence structure, social function, language features, generic structure, and so on. So, the evaluation can be conducted through a written or oral test. In this combination, Audio-Lingual, Grammar Translation, and Genre-Based will use the written test, while CLT will use the oral test to evaluate the learning process.

How the teacher respond to student errors

The response to the students' errors is given directly at the time when the students make the errors. For example, when they produce the wrong pronunciation or intonation, the response will be given directly through the drills or repetition. Then, when the students make the errors on the vocabulary, the teacher will explain in English regarding the vocabulary the students do not know, but if they still do not understand, the teacher will directly give the right ones. There are some errors that are a little bit ignored in this combination. When the students make some grammatical errors in retelling the text in the group and telling the next story from the text, those errors will be ignored. The most important thing is that the meanings are delivered well to the listeners.

D. Conclusion and Suggestion**Conclusion**

This research attempt to help teachers when they teach in a class with very complicated student conditions. Hopefully, the teachers will be able to create a writing class that the students will enjoy using this method combination. One major purpose of it is to abolish the boredom that usually comes to disturb the motivation of the students in the class, especially when students learn to write. Furthermore, teachers can maintain and gradually improve students' enthusiasm for language learning by employing this combination, which allows all students to participate in the learning process.

Language is not a simple aspect. It is a complex aspect of human life. It is used to communicate, get information, share it with peers, and many more. It means students need good learning that includes all aspects of the language. This method combination is the

answer to that. It provides the students with many benefits. Speaking and listening skills can improve because of the presentation and discussion. Writing and reading ability can also be much better through this combination. So, the conclusion can be drawn that this combination is what the students need to learn language, which can avoid boredom, make all students active in the lesson, and give so many benefits at the same time.

Lastly, this research offers many other issues related to teaching English as foreign language for future research. Researchers can fill the gap by conducting the study to figure out how to teach other English skills, such as speaking, listening and reading. They also can conduct research focusing on the how the teachers give oral and written feedback to the EFL learners. Last but not least, it is also widely opened for the researchers to concern on teachers' professional development.

suggestion

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