

REFERENCES

- Adelita, D., Kurniati, E. Y., & Daulay, S. H. (2023). Difficulties and Strategies in Producing English Writing Text: What do EFL Students' Perceive? *Education and Human Development Journal*, 8(1), 93–108. <https://doi.org/10.33086/ehdj.v8i1.3698>
- Alisha, F., Safitri, N., & Santoso, I. (2019). STUDENTS' DIFFICULTIES IN WRITING EFL. *PROJECT: Professional Journal of English Education*, 2(1), 20–26.
- Amalia, H., Abdullah, F., & Fatimah, A. S. (2021). Teaching writing to junior high school students: A focus on challenges and solutions. *Journal of Language and Linguistic Studies*, 17(2), 794–810.
- Andriani, A., Yuniar, V. D., & Abdullah, F. (2021). Teaching English Grammar in an Indonesian Junior High School. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), 1046–1056. <https://doi.org/10.35445/alishlah.v13i2.956>
- Anjayani, P., & Suprapto, S. (2016). Error Analysis on the Use of Prepositions in Students' Writing (A Case Study of the Eleventh Grade Students of SMA Negeri 9 Semarang in the Academic Year of 2014/2015). *ELT Forum: Journal of English Language Teaching*, 5(2), 1–8.
- Ariyanfar, S., & Mitchell, R. (2020). Teaching writing skills through genre: applying the genre-based approach in Iran. *International Research Journal of Management, IT and Social Sciences*, 7(1), 242–257. <https://doi.org/10.21744/irjmis.v7n1.843>
- Asriati, S., & Maharida, M. (2013a). Improving the Students' Writing Skill By Using Process Writing Approach At the Second Grade Students of Smk Grafika Gowa Makassar. *Exposure: Jurnal Pendidikan Bahasa Dan Sastra Inggris*, 2(2), 224. <https://doi.org/10.26618/ejpbi.v2i2.788>
- Asriati, S., & Maharida, M. (2013b). IMPROVING THE STUDENTS' WRITING SKILL BY USING PROCESS WRITING APPROACH AT THE SECOND GRADE STUDENTS OF SMK GRAFIKA GOWA MAKASSAR. *EXPOSURE: JURNAL PENDIDIKAN BAHASA DAN SASTRA INGGRIS*, 2(2), 224–245. <https://doi.org/10.26618/ejpbi.v2i2.788>
- Astuti, S., Afrianni, L., & Cahyani, I. F. (2022). A LIBRARY RESEARCH: THE IMPLEMENTATION OF GENRE BASED APPROACH IN INDONESIAN VOCATIONAL HIGH SCHOOLS. *JOLADU: Journal of Language Education*, 1(2), 39–44.
- Burns, A. (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioners*. Routledge.

- Cheung, Y. L. (2016). Teaching Writing. In *English Language Teaching Today* (pp. 179–194). https://doi.org/10.1007/978-3-319-38834-2_13
- Gintings, M. F. M. (2020). PROMOTING STUDENTS' WRITING SKILL: GENRE-BASED APPROACH IN INDONESIA EFL CONTEXT. *Lexeme: Journal of Linguistics and Applied Linguistics*, 2(1), 31–35.
- Graves, D. H. (1983). *Writing: Teachers & Children at Work*. Heinemann.
- Hartono, H., & Maharani, M. M. (2020). English Writing Anxiety and the Writing Problems of Indonesia EFL Learners. *Proceedings of the 2nd Social and Humaniora Research Symposium (SoRes 2019)*, 513–517. <https://doi.org/10.2991/assehr.k.200225.111>
- Herman, Purba, R., Thao, N. Van, & Purba, A. (2020). Using Genre-Based Approach to Overcome Students' Difficulties in Writing. *Journal of Education and E-Learning Research*, 7(4), 464–470.
- Hiew, W. (2012). English Language Teaching and Learning Issues in Malaysia: Learners' Perceptions via Facebook Dialogue Journal. *Researchers World*, 3(11), 11–19.
- Hilmiah, H. (2016). *English teaching methods used by English tutors in teaching vocabulary for young learners at GLC English course of Palangka Raya* [Undergraduate Thesis]. IAIN Palangkaraya.
- Imastuti, M. W., Sujoko, & Suparno. (2014). Improving Students' Writing Ability in Narrative Text Using Picture Series. *English Education: Jurnal Pendidikan Bahasa Inggris Universitas Sebelas Maret*, 2(3), 316–322.
- Jabar, L. A., Hidayati, A. N., & Supriyono, Y. (2018). EXPLORING JUNIOR HIGH SCHOOL STUDENTS' FOREIGN LANGUAGE CLASSROOM ANXIETY. *TLEMC: Teaching and Learning English in Multicultural Contexts*, 2(2), 96–106.
- Khasinah, S. (2015). Classroom Action Research. *Jurnal Pionir*, 4(1), 107–114.
- Kitajroonchai, N., Kitjaroonchai, T., & Sanitchai, P. (2022). The Effects of Process Genre-Based Writing and Process Writing Approaches on Asian EFL Pre-University Students' Writing Performance. *Journal of Language Teaching and Research*, 13(4), 860–871. <https://doi.org/10.17507/jltr.1304.19>
- Knapp, P., & Watkins, M. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. University of New South Wales Press Ltd.

- Latif, A. (2012). USING PROCESS WRITING APPROACH TO IMPROVE THE ABILITY OF MTS STUDENTS IN WRITING A RECOUNT TEXT. *PREMISE: Journal of English Education and Applied Linguistics*, 1(1), 36–43.
- Linse, C. T., & Nunan, D. (2005). *Practical English Language Teaching: Young Learners*. McGraw Hill.
- Mandarani, V. (2020). Grammatical Error of EFL Senior High School Learners in Writing: A Review of Language Interference Studies. *Tell: Teaching of English Language and Literature Journal*, 8(1), 1–6. <https://doi.org/10.30651/tell.v8i1.4158>
- Marlina, N. (2014). *The Implementation of Task-Based Language Teaching to Improve Students' Grammar Mastery* [Master Thesis]. Universitas Sebelas Maret.
- Mastura, D. M., Arsyad, S., & Koto, I. (2020). THE EFFECT OF GENRE BASED APPROACH ON STUDENTS' WRITING ABILITY OF RECOUNT TEXT. *JOALL (Journal of Applied Linguistics & Literature)*, 5(1), 88–93. <https://doi.org/10.33369/joall.v5i1.9403>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed.). SAGE Publications.
- Muamaroh, M., Mukti, V. C., & Haryanti, D. (2020). The Process and Problems of EFL Learners in English Writing: A Case Study in International Class. *Ethical Lingua: Journal of Language Teaching and Literature*, 7(2), 405–418. <https://doi.org/10.30605/25409190.215>
- Mustofa, A., & Syafi'i, A. (2020). PROCESS APPROACH AS SKILL ENHANCER IN WRITING RECOUNT TEXT. *SALEE: Study of Applied Linguistics and English Education*, 1(1), 93–103.
- Nisa', F. Z. (2015). *Improving students' writing ability in recount test by using cooperative intergrated reading and composition (CIRC) method (classroom action research at the eighth grade of SMP NU Hasanudin 6 Semarang in the academic year 2014/2015)* [Undergraduate Thesis]. UIN Walisongo.
- Nurohmah, I. (2013). An Analysis of Students' Recount Text by Using Systemic Functional Grammar. *Passage*, 1(2), 89–99.
- Prawati, M., Sofian, & Susilawati, E. (2013). TEACHING WRITING PROCEDURE TEXT THROUGH DEMONSTRATION. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 2(3), 1–16.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice* (J. C. Richards & W. A. Renandya, Eds.). Cambridge University Press. <https://doi.org/10.1017/CBO9780511667190>

- Setyawan, Y., Suwastini, N. K. A., & Ratminingsih, N. M. (2020). Process Approach in the Teaching of Writing for Undergraduate EFL Students. *Script Journal: Journal of Linguistics and English Teaching*, 5(2), 149–164. <https://doi.org/10.24903/sj.v5i2.520>
- Shanorra, T. T., Sofyan, R., & Sumbayak, D. M. (2021a). a Writing Skill Assessment of the First Semester English Department Students of the Universitas Sumatera Utara. *Vision*, 32(3), 181. <https://doi.org/http://dx.doi.org/10.30829/vis.v17i2.1144>
- Shanorra, T. T., Sofyan, R., & Sumbayak, D. M. (2021b). A WRITING SKILL ASSESSMENT OF THE FIRST SEMESTER ENGLISH DEPARTMENT STUDENTS OF THE UNIVERSITAS SUMATERA UTARA. *VISION*, 17(2), 1–19. <https://doi.org/10.30829/vis.v17i2.1144>
- Sianipar, R. Br., Sianturi, D. S., Situmorang, S. A., Gulo, P., & Saragih, E. (2020). AN ANALYSIS OF RECOUNT TEXT IN ENGLISH TEXTBOOKS USED BY TENTH GRADE STUDENTS. *Journal of Languages and Language Teaching*, 8(2), 120–127. <https://doi.org/10.33394/jollt.v8i2.2280>
- Spolsky, B., & Lambert, R. D. (2006). Language Planning and Policy: Models. In K. Brown, A. H. Anderson, L. Bauer, M. Berns, G. Hirst, & J. Miller (Eds.), *Encyclopedia of Language and Linguistics* (2nd ed., pp. 561–575). Elsevier.
- Tangermpoon, T. (2008). Integrated Approaches to Improve Students Writing Skills. *ABAC Journal*, 28(2), 1–9.
- Tangpermpoon, T. (2008). Integrated Approaches to Improve Students Writing Skills. *ABAC Journal*, 28(2), 1–9.
- Umamah, A., & Cahyono, B. Y. (2020). Indonesian university students' self-regulated writing (SRW) strategies in writing expository essays. *Indonesian Journal of Applied Linguistics*, 10(1), 25–35. <https://doi.org/10.17509/ijal.v10i1.24958>
- Utami, B. A. (2012). *Improving Students' Writing Skills on Recount Texts through Collaborative Writing Technique* [Undergraduate Thesis]. Yogyakarta State University.
- Wibowo, A. B. (2013). *Improving Writing Skill by Using Process Writing Approach for Grade X Students of SMA 1 Kasihan Bantul Yogyakarta in the Academic Year of 2012/2013* [Undergraduate Thesis]. Yogyakarta State University.
- Yousef Alzahrani, F., Mohammed Alghamdi, E., & Qutob, M. M. S. (2020). An Insight into Female EFL Learners' Difficulties and Needs in Writing: The Case of Secondary High Schools in Saudi Arabia. *Arab World English Journal (AWEJ) Proceedings of 2nd MEC TESOL Conference 2020*. <https://doi.org/10.2139/ssrn.3798164>

- Yulianawati, I. (2018). An Analysis of Students' Difficulties in Writing Recount Text (A Case Study at a Senior High School in Indramayu). *English Focus*, 2(1), 37–50.
- Yulianawati, I. (2019). Self-Efficacy and Writing: A Case Study at A Senior High School in Indonesian EFL Setting. *Vision: Journal for Language and Foreign Language Learning*, 8(1), 79–101. <https://doi.org/10.21580/vjv8i13470>
- Zein, S., Sukyadi, D., Hamied, F. A., & Lengkanawati, N. S. (2020). English language education in Indonesia: A review of research (2011–2019). *Language Teaching*, 53(4), 491–523. <https://doi.org/10.1017/S0261444820000208>