

AN ANALYSIS OF TEACHERS' STRATEGIES IN IMPROVING WRITING SKILL AT JUNIOR HIGH SCHOOL 2 PANCALANG

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Abstract:

This research investigates the strategies used by English teachers at Junior High School 2 Pancalang in enhancing students' writing skills. Writing is considered one of the most challenging English skills for junior high school students due to limited vocabulary, grammatical difficulties, and low learning motivation. The purpose of this study is to identify and analyze the teaching strategies implemented by teachers to improve students' writing skills. This study employs a qualitative research design. The data were collected through classroom observation, interviews, and documentation. The findings indicate that teachers apply various teaching strategies, such as the lecture method, Problem-Based Learning (PBL), and guided writing activities. These strategies increase student engagement, enhance critical thinking, and support the development of students' writing abilities. This study implies that the use of varied and innovative teaching strategies is essential in improving students' writing skills. Therefore, it is recommended that teachers continue to develop teaching strategies tailored to students' needs in order to optimize the writing learning process.

Keywords Teachers' Strategies, Writing Skill, Problem Based Learning,

INTRODUCTION

This study aims to analyze what strategies are used by English teachers at junior high school 2 Pancalang in improving students' writing skills. Writing skill is one of the important aspects in mastering English, but it is often a challenge for students, especially at junior high school level. Many students experience difficulties in expressing ideas in writing in English due to insufficient vocabulary knowledge, grammatical structures that have not been mastered, and low motivation to learn. This research explores innovative strategies used by teachers, such as interactive activities, educational games, and technology integration in the learning process, to foster a more interactive and create a more engaging classroom environment that supports writing learning. These strategies are expected to increase students' active participation, enhance their comprehension of the material and encourage them to be more confident in writing. This research adopts a qualitative method, employing observation and interviews as techniques for data collection. Through this approach, the research aims to dig deeper into the teaching practices implemented by English teachers at junior high school 2 Pancalang analyze the extent to which these strategies have an impact on improving students' writing skills.

In a globalized world, English proficiency has become essential, not only for academic purposes but also for wider communication. However, despite its importance, students often show low interest and motivation in developing their writing skills. Observations suggest that this problem could potentially stem from a lack of engaging and innovative teaching strategies used by educators. This ultimately has a negative impact on students' active participation and achievement of learning outcomes, as they feel less challenged and emotionally uninvolved in the learning process. As stated (Sri Rahayuningsih, 2022) one of the reasons that makes it difficult to describe what teachers do in general is that different teachers often have different strategies in the classroom. Strategies are specific steps, plans or inventions used to achieve learning objectives. To overcome this challenge, it is crucial to identify and implement effective strategies that foster students' interest and enthusiasm in writing. Through this research, we aim to analyze and recommend practical approaches that teachers can adopt to create a dynamic and supportive learning environment (Rohmi & Wahyuni, 2024) emphasized that learning a strategy refers to a conceptual framework outlining systematic steps for structuring learning experiences aimed at achieving educational goals, as well as guiding teachers in planning and executing instructional activities.

This shows that learning strategies do not only function as technical methods, but also as a comprehensive and planned conceptual guide. Learning strategies are designed to help teachers organize students' learning experiences systematically and efficiently in order to meet the intended learning outcomes. This view is very relevant to the focus of the research, because teaching strategies are a series of steps or plans prepared and implemented by teachers to achieve learning objectives. Each teacher has different strategies according to their needs and classroom context, making it difficult to generalize. Therefore, it is important to identify and implement effective strategies to increase students' interest and enthusiasm, especially in writing skills. Good strategies not only help improve students' language skills, but also develop critical thinking skills and creativity that are useful for their academic and professional future. In addition, learning strategies also play an important role not only in the classroom, but also outside the classroom in supporting the overall mastery of English language skills.

This research is important for writing skills however, behind these challenges, there are compelling reasons why these skills are so important for students to master. These include difficulties in understanding and applying correct grammatical structures, limited vocabulary to convey ideas effectively, and the inability to construct sentences that fit the context of the text. The writing process involves critical thinking, analysis, and synthesis of information. Writing indirectly comprehends, learns, and structures ideas.

Moreover, many students struggle to generate logical and coherent ideas, especially when they lack exposure to writing practice in English. These barriers can hinder their overall writing development and affect their confidence in expressing themselves in the target language. Therefore, it is important for teachers and educational institutions to pay sufficient attention to the development of writing skills. With the right approach and adequate support, students can master writing skills well and achieve success in their studies.

To improve the quality of students' writing skills, it is important to analyze the strategies teachers use to improve students' writing skills. Understanding how these strategies help identify the most effective methods to encourage student engagement in writing. To achieve these objectives, this research is guided by the following research questions.

This research aims to answer the following key questions:

1. What specific teaching strategies do educators use to develop writing skills?
2. How do students perceive their writing progress at junior high school?

METHODOLOGY

This research uses qualitative methods. The aim is to analyze the strategies used by teachers to motivate EFL students to improve their writing skills at junior high school 2 Pancalang. A qualitative approach provides an in-depth understanding of teaching strategies and their impact on student motivation. This research was carried out by observation and interviews. According to (Creswell, J. W., & Creswell, 2018) qualitative research methods are a different approach to scientific investigation compared to quantitative methods. This method focuses on the collection and analysis of text- and image-based information and involves unique steps in analyzing information and various designs. Researchers emphasize that writing a methods section for qualitative research requires an understanding of the purpose of qualitative research itself, including the specific design used, as well as in-depth reflection on the researcher's role in the research. It also involves the use of multiple information sources, specific information recording protocols, analysis of information through multiple steps, and approaches to document the methodological integrity or validity of the information collected.

This research uses qualitative methods; researchers can explore deep meaning and make a significant contribution to science in the field studied. This research is an exploratory descriptive study, which aims to understand in depth how teachers apply certain strategies in learning to write and how these strategies influence students' learning motivation. With this approach, researchers can collect rich and in-depth information about the learning context that occurs in the classroom. This research took place at junior high school 2 Pancalang, this research focused on grade 7 according to yesterday's internship experience. The participants in this study consisted of two English teachers and two classes being studied. Information is carefully collected through various methods-interviews and observations.

The data collected in this research includes primary data and secondary data. Primary data is data obtained directly from research participants, collected through observation, interviews with 2 English teachers at junior high school 2 Pancalang and a questionnaire distributed to 2 class VII – VIII students. Primary data consists of: Purposive sampling, namely a sampling technique based on certain criteria in accordance with the research objectives (Creswell 2018). In this research, the criteria used were: (1) teachers and students of class VII - VIII junior high school 2 Pancalang who took English as a subject; (2) teachers and students who are willing to take part in the research and provide written consent. Based on these criteria, the researcher chose one teacher and one class as the research sample.

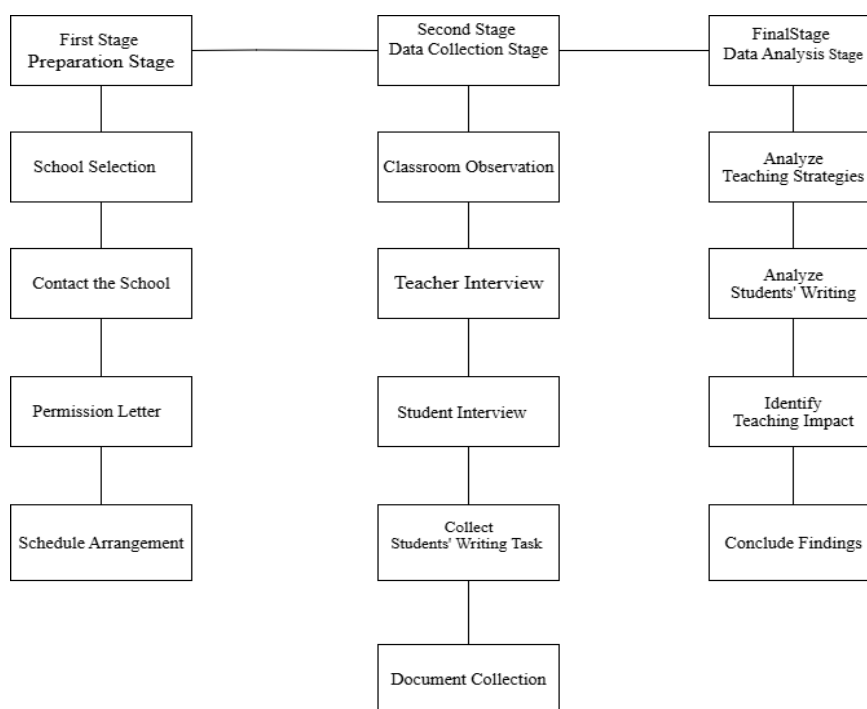
Based on (Creswell, J. W., & Creswell, 2018) the data collection techniques used in this research are interviews, observations, and documents when researchers make field notes about individual behavior and activities at the research location.

1. Interview, this interview technique is the main data collection technique carried out by researchers by conducting in-depth interviews with students and teachers, using a semi-structured approach. To gain a rich and deep understanding of individual perspectives. Creswell emphasized that interview techniques can provide writers with the opportunity to explore participants' experiences and perceptions directly.
2. Observation, this technique involves researchers looking at systematic and focused processes such as observation, action, direct interaction with the teaching and learning process in the classroom. Creswell states that observations can provide contextual data for research. This research uses observation techniques with a participatory observation approach, namely researchers are directly involved in teaching and learning activities, with the aim of providing researchers with a deeper understanding.
3. Document analysis. Document collection and analysis in qualitative research involves collecting, reviewing, and interpreting various types of written and visual material that are relevant to the research topic. According to Creswell, document analysis can provide additional, more detailed context. Document analysis includes several documents such as curriculum syllabi, teaching plans, learning materials, and student evaluation result.

This research uses qualitative data analysis methods to analyze the strategies used by teachers in increasing EFL students' learning motivation in writing skills at junior high school 2 Pancalang. Based on (Creswell, J. W., & Creswell, 2018). Qualitative methods represent a different approach to scientific inquiry than quantitative research methods. While the process is similar, qualitative methods rely on text and image data, have unique steps in data analysis, and use a variety of designs. Writing a methods section for a qualitative research proposal or study requires, in part, educating the reader about the purpose of qualitative research, mentioning the specific design, reflecting on the researcher's role in the research, drawing from a growing list of types of data sources, using a specific protocol for recording the data, analyzing the information through several steps of analysis, and stating an approach to documenting the methodological integrity or accuracy or validity of the data collected.

FINDING AND DISCUSSION

In this research process, the research tried to maintain consistency and accuracy at every stage. Starting from instrument planning to analysis and drawing conclusions. This study used a qualitative approach because it was considered optimally appropriate to clarify in detail how teachers used learning strategies in the classroom. Through this approach, the researchers were able to understand teachers' perspectives in creating active and interactive learning according to student characteristics. The focus of this study was to observe teachers' efforts in creating a learning environment that not only emphasises linguistic structures but also encourages students to think critically and improve their writing. Therefore, the research design was systematically arranged to describe the process of conducting the entire study. All stages in the implementation of this study were described in detail to provide readers with a clear understanding of the research workflow in place.



Based on the observation it was known that two English teachers at junior high school 2 Pancalang had applied various learning strategies in the teaching process, one teacher used problem-based learning (PBL), contextual learning (CTL), and lecture methods. These three strategies are used flexibly and adapted to the learning objectives and students' characteristics. Problem-based learning (PBL) was a learning modal that helped students become more active in learning-based learning (PBL) students analyzed and presented information. This learning method encourages students to find solutions, think critically and

collaborate. The (CTL) contextual teaching and learning model helped students understand the subject matter and relate it to their daily lives so that it can also encourage students to be able to apply it in real life. This learning model actively involved students in the learning process and problem solving. Meanwhile, the lecture strategy was still used in learning, especially to explain basic concepts that required direct explanation from the teacher. Lectures were used as an introduction before students are directed to learn more actively through (PBL). This strategy is considered effective in providing an initial foundation before students to further exploration. Based on (Researches et al., 2024) (CTL) was a strategy that fully involved students in learning. Students were encouraged to actively engage with course materials according to the topic of study. Learning with (CTL) is not just listening and taking notes, learning is a process of direct experience. Through this experiential process, the overall development of students will occur, not only cognitively, but also in terms of affective and psychomotor aspects.

When the teacher entered the class, the first thing the teacher did was to ask students to take attendance and identify who was absent that day. Then, the teacher asked the students to read the prayer before the learning began. After finishing, the teacher reviewed the material that had previously been taught to students. Then students mentioned the previous week's material together. After that, the teacher asked students to form groups with each group consisting of 4 or 5 members. After finishing with forming groups, students are asked to tidy up to their seats with their respective groups. The learning begins with the teacher explaining the learning objectives and the material to be studied. The students are asked to find verbs related to imperative sentences and prohibition but limited to those in the school environment only then they came forward one by one with their group representatives. After being given examples of material and practice exercises, all groups were assigned a task by the teacher to make imperative sentences and prohibit sentences. They were given 15 minutes to complete it, afterward they were asked to come forward with their group representatives and present their work.

The following photo shows the atmosphere within classroom instructional practices where students actively participate in discussion and group activities:



The Teacher Explain



Direct Guidance



In the first picture, the teacher was standing in front of the class and was explaining the material to students who were sitting facing the front and paying attention to the explanation. Several students appeared to be actively responding, indicating an exchange of information between the teacher and students. This activity was an example of direct learning, where the teacher delivered information verbally to introduce the material or provide examples. It was included in the modelling stage of writing instruction, where the teacher acted as a model by giving clear instructions and examples to the students. Meanwhile, teacher two is using the (PBL) Problem-Based Learning method. According to (Aziz, n.d.) states that the problem-based learning (PBL) learning model is that the teacher exposes students to real-life problem situations (authentic) and meaningful problem situations, facilitates dialogue from various aspects of investigation and collaboration, and encourages students to produce solutions and demonstrate results. When the teacher entered the classroom, students took the initiative to “Stand Up Please” and greeted the teacher and were in a standing position and prayed before being directed by the teacher. Then the teacher greeted the students by saying “Good morning” and asked how they were. The classroom atmosphere was very conducive and orderly. Before starting the lesson, the teacher checked the students’ attendance afterward, the teacher reviewed the previous week’s material, the students were active in the classroom, and many showed enthusiasm when the teacher asked questions. The teacher then provided the learning objective and introduced the material to be studied. Before beginning the core lesson, the teacher conducted an ice breaking activity to

make learning more enjoyable and to prevent boredom. The teacher asked to discuss with their groups and was given 10 minutes. The teacher walked around the classroom to monitor each group's discussion. After 10 minutes, the teacher carefully discussed the results and called the group representative in order. The teacher gave exercises to each group along with additional time to complete them. Each group was very active because they were given drawing paper to use in completing their tasks. After finishing their work, the students were asked to present their results in front of the class, one group at a time.

The following photo shows the atmosphere of teaching and learning activities in the classroom, where students actively participate in discussion and group activities:

Pictures 1.3 Learning Process



Problem identification Teacher Guidance

Based on picture one above, the teacher is standing in front of the class and delivering material using a media projector or slide presentation. This shows that problem identification. Students sit in groups and pay attention to the teacher and the presentation screen with full focus problem identification.

Based on the results of interviews with students, it shows that writing skills have a very important role in their learning process. This interview was conducted with 2 grade 7 students. The results of the first interview analysis were shown from students 1 and 2 grade 7 that the teacher gave an example before giving the task to the students then assigned to make a sentence from the material, then the teacher wrote it on the board so that students understood the material. Students stated that the teacher seemed to provide active support by visiting all students' tables. Then students observed that the teacher did not use media in the learning process, the teacher did the learning by forming groups after students wrote, they revealed that the teacher gave comments or corrections to their work. Most of the students admitted that they felt that when they were learning, there were times when it was fun and there were also times when they felt bored because it was not interspersed with media. Then the students stated that they felt more confident in writing imperative sentences and

prohibition sentences after getting guidance from the teacher and because they often learned and practiced so they understood. Students confirmed that they had been asked to do this. For home assignment, the teacher rarely gives especially for this material imperative sentence and prohibition sentence.

The following photo shows the atmosphere of an interview activity, at interview activity at a student's house:



Students Interview Picture 1.4

The results of student writing tests are used to determine their initial writing abilities. In the initial stage, students are given two types of writing assignments, namely procedural texts (old assignment) and descriptive texts (new assignment). These tests aim to assess students' abilities to express their ideas and information in writing in accordance with the applicable language structure and rules. The assessment focuses not only on technical aspects, but also on students' ability to organize paragraphs, choose appropriate vocabulary, and convey descriptions clearly and comprehensibly. Students' writing is then assessed based on several criteria, such as content appropriateness, text structure, grammar, and vocabulary usage.

The results of the procedural text assignment show that students have understood the basic structure of procedural texts, namely the use of lists of materials and steps. Although there are still some grammatical errors and ineffective sentences, in general, students can compose texts in a coherent manner and in accordance with the context. This shows that the application of Problem-Based Learning (PBL) helps students develop procedural text writing skills through real-life experiences. Meanwhile, in the descriptive text assignment, students were able to describe their vacation experiences with clear and structured sentences. The choice of vocabulary was appropriate to the context, although there were still minor errors in the use of certain expressions. Overall, students were able to convey their ideas well and

construct coherent paragraphs.

This shows that there has been an improvement in students' writing skills after participating in problem-based learning. Based on the results of these two tasks, it can be concluded that students have understood the structure and purpose of each type of text. In procedure texts, students are quite good at understanding the steps, although there are still grammatical errors. In descriptive texts, students can express ideas more clearly and relevantly, although minor errors in language usage are still found. Thus, the application of PBL has been proven to help students develop writing skills based on real experiences and contexts. Next, students' writing scores were analysed and grouped into high, medium, and low ability categories. This grouping was used as the basis for selecting interview informants and for identifying general patterns in students' descriptive writing abilities. The assessment referred to a writing rubric developed by Weigle (2002) that covered the aspects of content, organization, vocabulary, grammar, and mechanics. The scores for each aspect were added together to obtain a final score, which was then used to determine the students' ability categories. The test results were then presented in tabular form to facilitate understanding of the data

Table 4.22
Results of The Students Test

		Students	
$84 < X \leq 100$	Tall	6 Students	37,5%
$56 < X \leq 84$	Currently	4 Students	25%
$X \leq 56$	Low	6 Students	37,5%
Total	–	16 Students	100%

Based on the table above, it could be seen that out of a total of 16 students who took the descriptive text writing test, there were 6 students (37.5%) who were in the high ability category. This showed that some students have been able to write descriptive texts well, both in terms of content, structure, and language use. Meanwhile, 4 students (25%) are in the medium category, which means they have a basic understanding of writing descriptive texts, but there are still some shortcomings in terms of developing ideas or the accuracy of sentence

structure. The other 6 students (37.5%) are in the low category, which shows that they still have difficulty in composing descriptive texts effectively. These difficulties can be in the form of inappropriate vocabulary selection, paragraph organization that is not yet coherent, or significant grammatical errors. These results showed that the descriptive writing abilities of students in the class studied are quite diverse, with the number of students in the high and low categories almost the same. This difference needs to be considered because it is directly related to the effectiveness of the teaching methods used by the teacher. Thus, these data serve as a basis for further understanding how students describe their opinions on the strategies used by teachers in teaching writing, as well as how these strategies influence student learning outcomes.

Implementation Of Learning Model Syntax

Based on (Veronika Tiara et al., 2024) from the activities seen in the picture above, students appeared to be actively discussing in groups to solve the problems given. They also looked calm and focused when the teacher explained the material and wrote on the blackboard. This activity shows the application of the third syntax in the Problem Based Learning (PBL) model, which is guiding investigations conducted individually or in groups. At this stage, students are given directions to gather information from various sources, plan problem-solving strategies, and evaluate their work both individually and collaboratively.

This activity also showed that students did not just listen to information from the teacher, but were actively involved in the learning process, in accordance with the constructivist principles that underpinned the (PBL) approach. Thus, the application of (PBL) syntax in this activity provided opportunities for students to develop higher order thinking skills through learning experiences that had context and meaning.

Problem-Based Learning (PBL) model based on (Veronika Tiara et al., 2024) as follows:

a. Problem identification

The teacher introduces real problems or situations related to maps, such as guiding a path using a map, finding the shortest and longest way, or mastering the data on a map.

b. Inquiry and observation

Students carry out inquiry and observation independently or in groups to find

interrelated data, using various sources such as novels, the internet, or physical maps.

c. Teacher guidance

Throughout the investigation, the teacher acts as a facilitator and guide, sharing guidance, problems, and support to help students master the problem and design a strategy for solving the problem.

d. Cooperation and discussion

Students work in groups to discuss, exchange ideas, and find various solutions, in order to strengthen their skills of cooperation and respect for each other's points of view.

e. Data collection and analysis

Students collect information about the map problem they are studying and analyze it to find a solution that fits the case.

f. Problem solving

Drawing on the results of the investigation and analysis, students develop a solution or answer to the map problem, which can take the form of a map, suggestion, or a presentation of the results in another form.

g. Presentation

Students deliver the results of their research and problem solving orally or in writing, such as through a report, poster, or presentation in front of the class.

h. Reflection

Students present their learning experience, what they have learned, and how using The Problem Based Learning approach has improved their description of maps.

The following are the Contextual Learning Strategies (CTL) (Nababan, 2023):

- a. Constructivism
- b. Inquiry
- c. Questioning
- d. Learning community
- e. Modeling
- f. Reflection
- g. Authentic assessment

In the first picture, the teacher was seen standing at the front of the class and was explaining the material to students who were sitting facing forward and paying close attention

to the explanation, which is included in the problem identification syntax. Some students appear to be actively responding, indicating an exchange of information between the teacher and students. This activity was an example of direct learning, where the teacher conveyed information verbally to open the material or provide examples. It was part of the modeling stage of learning to write, during which the teacher acted as a model by providing clear instructions and examples to students. Meanwhile, in the second and third picture, the teacher appears to be actively accompanying and guiding the students directly at their benches; this includes the teacher guidance synta

CONCLUSION

Based on the results of the explanation that has been described above regarding an analysis of teachers' strategies in improving writing skills that have been studied in junior high school, it can be concluded. Referring to the two questions presented in the problem, related to an analysis of teachers' strategies in improving writing skills, this study aims to analyze the strategies of teachers in an effort to improve students' writing skills. First, the strategies used by teachers in improving students' writing skills at junior high school 2 Pancalang include the use of varied learning media, giving structured assignments, and gradual writing guidance. This strategy is applied to foster students' interest and confidence in writing. Specifically, teacher 1 uses Problem-Based Learning (PBL) and Contextual Teaching and Learning (CTL) strategies that are collaborated in their implementation, thus encouraging students to be active, think critically, and relate the material to real life. However, the limited use of learning media by teacher 1 is a factor that needs attention to increase students' learning motivation more optimally. Because it is very possible that if learning uses AITI, students feel motivated in learning, are more enthusiastic about going to school and do not feel bored during learning and teachers can be more creative, interesting, and effective in delivering material to students.

Meanwhile, teacher 2 only applies PBL strategies supported by the use of teaching media such as images and videos, with the aim of triggering writing ideas and facilitating students' understanding of the topics given. The use of audio-visual technology can also increase students' learning motivation, facilitate understanding of abstract concepts, and create a more interactive and enjoyable classroom atmosphere. Thus, AITI strongly supports teachers' efforts to improve the overall quality of learning. The role of teachers and varied learning strategies as well as adequate learning media support are needed to overcome this challenge and maximize students'

writing learning outcomes.

Second, the learning strategies implemented by teachers can provide different impacts on improving students' writing skills. Teacher 1 implements Problem-Based Learning (PBL) and Contextual Teaching and Learning (CTL) strategies collaboratively, but does not utilize learning media optimally. The absence of learning media causes students to lack visual support or concrete aids in understanding the material, which ultimately makes the learning process less interesting and interactive. As a result, students' motivation in writing tends to be lower, and their writing results do not show significant improvement. Meanwhile, teacher 2 uses the Problem-Based Learning (PBL) strategy supported by teaching media, such as images and videos. The use of audio-visual technology can increase students' learning motivation, facilitate understanding of abstract concepts, and create a more interactive and enjoyable classroom atmosphere. Because teacher 2 combines the PBL strategy with supporting learning media, students become more enthusiastic in following the writing process. As a result, the strategy has proven effective in improving students' writing results, improving the structure of their writing, and encouraging their courage in conveying ideas in writing.

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