

CHAPTER I

INTRODUCTION

1.1 Background of The Problem

Writing is widely recognized as one of the essential skills in language education because it plays a critical role in shaping students' ability to communicate ideas logically and effectively. As an essential skill, writing involves not only producing sentences but also organizing thoughts, developing arguments, and presenting information coherently. This skill supports students' academic performance across disciplines, since many school tasks rely on written communication, including summarizing texts, completing assignments, and producing reports. Suparman et al. (2024) emphasize that writing is a key literacy indicator that demonstrates how well students can convey meaning through structured language.

Mastering writing also enhances other language competencies such as reading comprehension and vocabulary development because learners are required to engage deeply with language forms and functions during the writing process. Despite its importance, writing remains one of the most demanding skills to master in language learning, particularly for junior high school students who are still developing foundational linguistic knowledge. Therefore, the role of teachers in developing suitable teaching strategies becomes crucial.

Effective instruction is needed to support students at every stage of writing from generating ideas to revising their final drafts making teacher strategies the central focus of this research.

Even though writing is an essential academic skill, students around the world still experience significant difficulties in acquiring it. Studies conducted in various countries show that learners often struggle with idea generation, expressing thoughts in a foreign language, and organizing their writing into a coherent structure. Research in the United States and Europe, for example, reports that students tend to face difficulties in forming cohesive paragraphs and using appropriate vocabulary when writing academically (Aminah & Supriadi, 2023). Students in Asian contexts such as China and Japan also face challenges, particularly in applying grammar rules accurately and expressing ideas confidently in English as a foreign language. These issues highlight that writing problems are not limited to developing countries but represent a global educational concern.

In Indonesia, the situation is similar. Many students struggle to produce clear, organized, and grammatically correct writing. The difficulties commonly found include limited vocabulary, low confidence, difficulties in understanding the components of good writing, and a lack of exposure to English in their daily lives. Harahap (2021) notes that only about 30% of Indonesian junior high school students show genuine interest in learning English, while the majority

express difficulty and anxiety, especially in writing tasks. In the context of the Merdeka Curriculum, writing is emphasized as part of students' communication competence. However, teachers still face hurdles in implementing instructional practices that align with curriculum expectations. Limited classroom time, varied student abilities, and insufficient resources often contribute to students' low writing outcomes. These global and local findings show that writing remains one of the most challenging skills to master, and students require strong guidance and effective instructional strategies to overcome these difficulties.

Given the persistent problems in students' writing abilities, educators have developed a range of solutions to improve writing competence. One widely recommended approach is the use of participatory learning strategies, which involve students actively in the writing process. Febrianti & Hasanudin (2023) argue that participatory learning increases student engagement, creativity, and confidence by encouraging them to express their ideas collaboratively. International studies also show that student centered methods such as collaborative writing, process based writing, and digital literacy tools help reduce writing anxiety and support learners in developing coherent texts. In addition, Cardon et al. (2023) highlight the potential of AI-assisted learning tools to help students revise writing more effectively, strengthen their language awareness, and enhance their literacy skills in

the digital age. These solutions indicate that improving writing proficiency requires diverse approaches that address students' linguistic, cognitive, and motivational needs.

In the Indonesian context, recent research has documented several effective strategies at the junior high school level. Valentina & Prastiwi (2023) found that brainstorming, modeling, and peer feedback helped students at SMPN 1 Sugihwaras develop descriptive writing more systematically. These strategies allow students to generate ideas before writing and refine their drafts based on peer suggestions. Similarly, Wulandari et al. (2023) reported that mind mapping assists students in planning and organizing their thoughts, leading to better coherence and structure in their essays. Other innovative methods, such as the use of visual stimuli, guided writing frameworks, and group discussion, have been shown to support students both cognitively and affectively. These solutions demonstrate that writing difficulties can be minimized when teachers apply methods that facilitate idea development, reduce anxiety, and provide scaffolding throughout the writing process.

While many solutions have been proposed, the effectiveness of writing instruction ultimately depends on how teachers select and implement appropriate strategies in the classroom. Teacher strategies play a significant role in helping students overcome writing difficulties because instructional practices shape how students engage with each writing stage. Geroda et al. (2025) note that many Indonesian teachers

still rely on conventional methods, such as focusing heavily on grammar correction or asking students to imitate sample texts without providing sufficient explanation or scaffolding. These traditional approaches tend to limit students' creativity and lead to passive learning, preventing learners from exploring writing as a process that requires revising, drafting, and refining ideas.

More recent instructional trends emphasize flexible, interactive, and student-centered approaches. Effective teacher strategies in writing include modeling how to write, guiding students through idea organization, using visual aids to assist planning, encouraging peer revision to build confidence, and providing targeted feedback that focuses on content rather than merely correcting grammar. These approaches enable students to develop writing skills more holistically, integrating both form and meaning. By applying such strategies, teachers can create supportive learning environments that motivate students to improve their writing and reduce fear of making mistakes. Therefore, understanding how teachers implement specific strategies in real classroom settings is crucial for improving writing instruction at the junior high school level.

At SMPN 6 Tanjungpinang, writing difficulties are still commonly found among ninth-grade students. Many students struggle with vocabulary, sentence construction, and structuring coherent paragraphs. Low motivation and lack of confidence also contribute to

students' reluctance to write in English.

Based on preliminary observations and relevant studies, these problems may be influenced by teaching strategies that are not fully aligned with students' needs or learning styles. Since writing is essential for students' overall English proficiency, there is a need to examine the instructional methods used by teachers to determine their effectiveness in supporting student learning.

Analyzing teacher strategies becomes particularly important because the teaching of writing involves multiple stages: pre-writing, drafting, revising, editing, and publishing. Each stage requires teachers to guide students through appropriate techniques. For example, in the pre-writing stage, teachers may use brainstorming or mind mapping to help students generate ideas. During drafting, teachers may model how to structure paragraphs or provide guided writing prompts. During revision, teachers may use peer feedback or conferencing to help students review their work. Different teachers may prefer different strategies, and understanding these variations can reveal which methods work best for specific groups of learners.

By investigating the strategies used by English teachers, this research aims to provide insights into how teachers support students' engagement and comprehension during the writing process, examining how they are implemented, and analyzing their effectiveness in addressing students' writing difficulties. Therefore, This study focuses

on analyzing the strategies used by English teachers in teaching writing and how these strategies are implemented in classroom activities at SMPN 6 Tanjungpinang.

1.2 Identification of Problem

Based on the background in the previous section, the researcher identified the problem such as :

1. Students still experience difficulties in writing, especially in vocabulary, sentence construction, and organizing ideas.
2. Students show low motivation and confidence in writing activities.
3. Teachers need to apply appropriate strategies to guide students through the writing process.
4. The implementation of teachers' strategies in teaching writing at SMPN 6 Tanjungpinang needs to be analyzed in depth.

1.3 Limitation of the Research

As stated in the research background above, this study is limited to analyzing the strategies used by two English teachers in teaching writing skills, particularly narrative text, to ninth-grade students at SMPN 6 Tanjungpinang. The study focuses on the implementation of teaching strategies, classroom interaction, teacher feedback, and students' engagement. It does not measure students' writing achievement quantitatively.

1.4 Research Question

Based on the background of the study, the research questions are formulated to guide the investigation into English teachers' strategies for teaching writing skills to ninth-grade students at SMPN 6 Tanjungpinang. The research questions are as follows:

1. What strategies are used by English teachers in teaching writing skills to ninth-grade students at SMPN 6 Tanjungpinang?
2. How do the teachers implement these strategies in classroom writing activities?
3. What challenges do the teachers face in teaching writing skills?

1.5 Purpose of the Research

Based on the research questions, this study aims to identify and analyze the strategies used by English teachers in teaching writing skills, examine how these strategies are implemented in classroom writing activities, and explore the challenges encountered during the teaching process. The purposes of the research are as follows:

1. To identify the strategies used by English teachers in teaching writing skills to ninth-grade students at SMP Negeri 6 Tanjungpinang.
2. To describe how English teachers implement these strategies in classroom writing activities.
3. To explore the challenges faced by English teachers in teaching

writing skills to ninth-grade students at SMP Negeri 6 Tanjungpinang.

1.6 Significance of the Research

1.6.1 Theoretically

This research can provide a deeper understanding of how language learning theories are applied in the practice of teaching writing at the junior high school level. In this research, the strategies used by teachers will be analysed to determine the types of strategies that suit the characteristics of junior high school students, thus contributing to theories that link teaching approaches and techniques with the development of writing skills. This research also can contribute the theories of learning motivation, especially in the context of teaching writing. Some teaching strategies maybe more effective in increasing students motivation to learn to write, and this will add insight into understanding the role of motivation in learning writing skills.

1.6.2 Practically

This research has the potential to provide insight into how to actually improve students writing skills, such as improving the ability to write arguments, descriptions or narratives. By analyzing the effects of certain teaching strategies, students are expected to gain deeper understanding and better writing skills.

The practice of this research can also have an impact on the way teachers approach students in the writing learning process. Effective strategies not only develop writing skills but can also increase students' motivation to engage more actively in their writing assignments, which in turn has a positive effect on their interest and learning outcomes.

This research can also provide direct solutions to challenges faced by teachers in teaching writing skills, such as students' difficulties in writing coherently, organizing ideas or understanding the structure of writing. By knowing strategies that have been proven effective, teachers can overcome these obstacles more efficiently.

1.6.3 Policy Significance

The findings of this study are expected to provide input for schools and English subject coordinators in supporting teacher professional development, especially in selecting appropriate strategies for teaching writing at the junior high school level.

1.7 Definition of Key Term

1.7.1 Teachers Strategies

Teachers' strategies refer to the methods, techniques, and classroom actions used by teachers to help students achieve learning objectives. In this study, teachers' strategies refer to the strategies used by English teachers in teaching writing skills at SMPN 6

Tanjungpinang (Hasanova et al., 2021).

1.7.2 Writing Skills

Writing skills refer to students' ability to express ideas in written form clearly, coherently, and appropriately. In this study, writing skills refer to students' ability to produce English writing tasks guided by the teacher (Harris, 2023).

1.7.3 SMPN 6 Tanjungpinang

SMP Negeri 6 Tanjungpinang is a public junior high school located in Tanjungpinang, Riau Islands Province, Indonesia. As a formal educational institution at the junior high school level, SMP Negeri 6 Tanjungpinang provides three years of education for students in Grades 7, 8, and 9. Junior high school serves as a transitional stage between elementary school and senior secondary education. During this period, students are expected to develop greater independence in learning while strengthening their critical thinking, communication, and problem-solving skills. According to Rifai & Rombot (2023), junior high school education aims not only to provide academic knowledge but also to support students' social, emotional, and organizational development as preparation for higher levels of education.

As the setting of this study, SMP Negeri 6 Tanjungpinang provides a relevant context for examining English language teaching and learning practices. The school accommodates students from

diverse backgrounds and implements the national curriculum, making it an appropriate environment for investigating the use of instructional strategies, learning materials, and classroom activities in English education (Rifai & Rombot, 2023).

