

EXPLORING THE TEACHERS' STRATEGIES FOR ENHANCING WRITING INSTRUCTION IN HIGH SCHOOL

A Magister Thesis

*Submitted to fulfill the Requirements for the Master's Degree in English
Language Teaching (M.Pd.)*



Proposed by
ALYESA ADELIA PUTRI
Reg. Num. 2305040006

**ENGLISH EDUCATION STUDY PROGRAM
POSTGRADUATE
STATE ISLAMIC UNIVERSITY OF PALOPO
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ALYESA ADELIA PUTRI
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Supervised by
1. Prof. Dr. H. Rustan S, M.Hum.
2. Dr. Jufriadi, S.S., M.Pd.

**ENGLISH EDUCATION STUDY PROGRAM
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STATE ISLAMIC UNIVERSITY OF PALOPO
2025**

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Nama : Alyesa Adelia Putri

NIM : 2305040006

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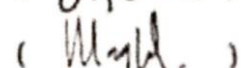
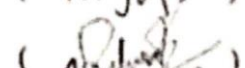
THESIS APPROVAL

Master's thesis entitled "Exploring the Teachers Strategies for Enhancing Writing Instruction in High School" written by Alyesa Adelia Putri, student Identification number 2305040006, student of UIN Palopo Postgraduate Tadris English Language Study Program, which has been examined in the *Munaqasah* session of the research on Monday, 8th of September 2025 which coincide with 04 Safar 1447 H, and accepted as a requirement for obtaining a master's degree in field of Tadris English Language (Master of Education)

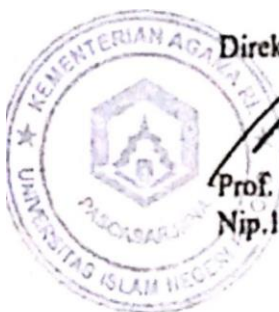
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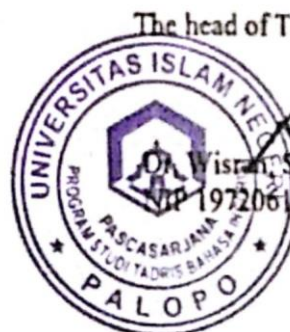
EXAMINER TEAM

- | | |
|--|--------------------------|
| 1. Dr. Wistan, s.s.t M.Pd | Chairman of the Session |
| 2. Dewi Furwana, S.Pd.I., M.Pd | Secretary of the session |
| 3. Dr. Masruddin, S.S., M.Hum. | Examiner I |
| 4. Dr. Magfirah Thayyib, SS., M.Hum | Examiner II |
| 5. Prof. Dr. H. Rustan S, S.S., M.Hum. | Supervisor I |
| 6. Dr. Jufriadi, M.Pd. | Supervisor II |

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Approved by


Direktur Pascasarjana
Prof. Dr. Muhaemin, M.A
Nip.197002032005011 006


The head of Tadris English
Dr. Wistan, S.S., M.Pd.
Nip.19720611 20003 1 001

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الْحَمْدُ لِلَّهِ وَالصَّلَاةُ وَالسَّلَامُ عَلَى رَسُولِ اللَّهِ وَعَلَى آلِهِ وَصَحْبِهِ وَمَنْ وَاَلَاةَ ، أَمَّا بَعْدُ

Alhamdulillah RabbilAlamin, all praise Allah SWT, who gives us some mercies and blessings so that the researcher could finish this thesis entitled *“Exploring the teachers Strategies for Enhancing Writing Instruction in High School at MAN Palopo”* Shalawat and salam may be given to our prophet Muhammad SAW, for safety and peace be upon him.

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The researcher hopes this thesis can give some value to the students of the English Department, English teachers, and readers. The researcher admits that this thesis is not perfect, so the researcher will accept suggestions from the readers to improve it. The researcher hopes that this thesis will be beneficial to everyone.

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Alyesa Adelia Putri
NIM: 2305040006

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ABSTRAK

Alyesa Adelia Putri, 2025. *“Eksplorasi Strategi Guru dalam Meningkatkan Pembelajaran Menulis di Sekolah Menengah.”* Tesis Pascasarjana Program Pendidikan Bahasa Inggris, Universitas Islam Negeri Palopo. Dibimbing oleh H. Rustan S. dan Jufriadi.

Penelitian ini bertujuan untuk menyelidiki strategi guru bahasa Inggris dalam pengajaran menulis di MAN Palopo, dengan fokus pada identifikasi pendekatan yang paling dominan dan efektif. Metode penelitian yang digunakan adalah deskriptif kualitatif, dengan pengumpulan data melalui observasi kelas, wawancara, dan dokumentasi. Analisis data mengikuti prosedur Creswell yang meliputi transkripsi, pengkodean, kategorisasi, dan interpretasi tematik. Hasil penelitian menunjukkan enam strategi yang digunakan guru, yaitu: pendekatan berbasis genre, pembelajaran kooperatif, *quick write*, RAFT, pertanyaan jurnalistik, dan kalimat *blooming*. Di antara strategi tersebut, pendekatan berbasis genre dan pembelajaran kooperatif paling sering diterapkan karena memiliki prosedur yang terstruktur, sesuai dengan kurikulum, serta mampu mendorong interaksi dan keterlibatan siswa. Integrasi strategi yang kolaboratif dan kontekstual terbukti secara signifikan meningkatkan kemampuan menulis, kepercayaan diri, serta partisipasi siswa. Penelitian ini memberikan kontribusi pada literatur strategi pembelajaran menulis di tingkat SMA dan dapat menjadi referensi bagi guru serta lembaga pendidikan dalam mengembangkan praktik pengajaran menulis yang lebih efektif.

Kata Kunci: Panduan Menulis, Strategi Pengajaran, Sekolah Menengah Atas, Pendekatan Berbasis Genre, Pembelajaran Kooperatif, Penelitian Kualitatif

Diverifikasi oleh UPB



ABSTRACT

Alyesa Adelia Putri, 2025. *“Exploring the Teachers’ Strategies for Enhancing Writing Instruction in High School.”* Thesis of Postgraduate English Language Education (Tadris Bahasa Inggris) Study Program, Universitas Islam Negeri Palopo. Supervised by H. Rustan S. and Jufriadi.

This study investigates the strategies employed by English teachers in teaching writing at MAN Palopo, focusing on identifying the most dominant and effective approaches. Using a descriptive qualitative method, data were collected through classroom observations, interviews, and documentation. Data analysis followed Creswell’s procedures, including transcription, coding, categorization, and thematic interpretation. The findings reveal six strategies used by teachers: genre-based approach, cooperative learning, quick write, RAFT, journalistic questioning, and blooming sentences. Among these, the genre-based approach and cooperative Learning were applied most frequently because they provide structured procedures, align with the curriculum, and effectively promote student interaction and engagement. Integrating collaborative and contextual strategies significantly improved students’ writing skills, confidence, and participation. This research contributes to the literature on writing instruction strategies at the high school level and can serve as a reference for teachers and educational institutions seeking to develop more effective writing pedagogy.

Keywords: Writing Instruction, Teaching Strategies, High School, Genre-Based Approach, Cooperative Learning, Qualitative Research

Verified by UPB



المخلص

ألييسا أدليا بوتري، ٢٠٢٥م. "استكشاف استراتيجيات المعلمين في تعزيز تعليم الكتابة في المدرسة الثانوية". رسالة ماجستير في برنامج تدريس اللغة الإنجليزية، كلية الدراسات العليا، جامعة بالوبو الإسلامية الحكومية. بإشراف: رُستان س. و جُفريادي.

تهدف هذه الرسالة إلى استقصاء استراتيجيات أساتذة اللغة الإنجليزية في تعليم الكتابة بالمدرسة الثانوية "مان بالوبو"، مع التركيز على تحديد الأساليب الأكثر شيوعاً وفعالية. وقد اعتمدت الدراسة المنهج الوصفي النوعي، من خلال جمع البيانات بواسطة الملاحظة الصفية، والمقابلات، والوثائق. وتم تحليل البيانات وفق إجراءات "كريسويل" التي تشمل التفريغ النصي، والترميز، والتصنيف، والتفسير الموضوعي. وأظهرت النتائج ست استراتيجيات استخدمها المعلمون، وهي: المقاربة القائمة على الأنواع النصية، والتعلم التعاوني، والكتابة السريعة، و"رافت"، والأسئلة الصحفية، وجمل بلومينغ. ومن بين هذه الاستراتيجيات، كانت المقاربة القائمة على الأنواع النصية والتعلم التعاوني الأكثر استخداماً، لكونهما يتميزان بخطوات منظمة، ويتوافقان مع المنهاج، ويشجعان على التفاعل ومشاركة الطلاب. وقد ثبت أن دمج الاستراتيجيات التعاونية والسياقية يسهم بشكل ملحوظ في تنمية مهارات الكتابة، وتعزيز الثقة بالنفس، وزيادة مشاركة الطلاب. وتساهم هذه الدراسة في إثراء الأدبيات المتعلقة باستراتيجيات تعليم الكتابة في مرحلة الثانوية، كما يمكن أن تكون مرجعاً للأساتذة والمؤسسات التعليمية في تطوير ممارسات أكثر فاعلية في تعليم الكتابة.

الكلمات المفتاحية: تعليم الكتابة، استراتيجيات التدريس، المدرسة الثانوية، المقاربة القائمة على الأنواع النصية، التعلم التعاوني، البحث النوعي

اللغة تطوير وحدة قبل من التحقق تم



CHAPTER I

INTRODUCTION

A. Background

The act of writing itself is not easy. Crucial in many fields, including teaching, work, and higher education, is the actual act of writing. When teaching pupils to write, teachers need to be ready to pull out all the stops. Additionally, the teacher has a strategy for instructing students in the art of writing that makes it easy for them to grasp the concept of appropriate and correct syntax and style. For students to begin writing, there are a number of strategies that might be helpful.

In their work, Mintzberg argues that strategy acts as a go-between for a company and its external environment. This is a common thread in the environmental decision-making processes of organizations. Teachers employ strategies when they want their students to learn something specific so that the class as a whole can reach its goal. Teachers need to have the ability to choose a strategy that works for the subject matter they are teaching.

Educators' many strategies for making sense of their subject matter are what constitute teaching approaches, according to Wenden. Since William and Burden stated that students actively participate in learning activities by drawing from a variety of resources in order to accomplish or solve the task at hand, this may be seen as a method of implementing a teaching approach.¹ With the right approach, students may find themselves more motivated to learn. A strategy that takes into

¹ “Abdalmajod A. Hardan, -Language Learning Strategies: A General Overview, *Procedia - Social and Behavioral Sciences* 106 (2013): 1712–26”

account the preferences of each student must be developed and settled upon before any form of instruction can begin.

According to Malik Ghulam Bedhol and Hukam Dad, Fatimah, a teacher's strategy for accomplishing learning goals through the application of mastery materials, class management, the use of various methods, instruments, or media, evaluations, and the provision of objective values is a part of the teacher's planned learning process. In simpler terms, a teacher's approach for instruction is the actual work they put in to ensure that their students learn in a way that maximizes their potential.² The explanation of Saiful and Aswan in Irikawati Assisting pupils while they learn is a crucial aspect of effective teaching tactics. In order to help pupils learn, teaching strategies play a crucial role. The approach that works best with the subject at hand will be decided upon by the instructor. The goal of developing successful teaching techniques is to facilitate instructors' ability to ascertain relevant information and to plan and execute learning activities in a systematic manner. The importance of strategy in enhancing both language acquisition and proficiency has grown substantially. Students are able to learn more effectively and efficiently when a teaching method is put into action. Efforts and the means by which educational objectives are met are encompassed in the term "teaching strategy".³

People do not necessarily possess the innate ability to write well, even though it is an essential skill in the English language. While learning to walk and

² "Malik Ghulam Behlol and Hukam Dad, -Concept of Learning,|| *International Journal of Psychological Studies* 2, no. 2 (2010), <https://doi.org/10.5539/ijps.v2n2p231>".

³ "Irikawati, -Identifying Teacher Strategies in Teaching Writing,|| *Al-Lisan. Journal Bahasa* 2, no. 2 (2017): 10-16"

talk is a universal human experience, Lenneberg notes in Lia Karunia's journal that swimming and writing are examples of culturally distinct learnt behaviors.⁴ Idea generation, development, and organization, followed by editing and revision, make up the writing process. Until they are happy that the work accomplishes its goal, effective authors cycle through these stages.

The development of one's writing abilities is a component of education, according to Irikawati's notebook. Having this skill is crucial for success in school and in life in general. Students must master four facets of language proficiency, one of which is writing. After reading, a child's next goal should be to learn how to write.⁵ Therefore, learning to express oneself in writing is an essential part of the educational process.

Writing is a representation of linguistic expression units in parts, according to Lado in K. D. Pratiwi's journal. Definitions of important words and phrases are a common assignment for students to show their instructors that they have a firm grasp of the material.⁶ One way to express oneself visually is through writing. A system of symbols is used to represent the sounds of speech in a writing system. Additionally, punctuation and numerals are represented by symbols in writing. Students must also learn to write well in the target language; it is not enough to simply concentrate on oral communication.

⁴ "Lia Karunia Aulia, -The English Teacher Strategy to Teach,|| *Thesis*, 2019, http://repository.uinjambi.ac.id/2421/1/TE130514_LIA_KARUNIA_AULIA_PBI_-_karunia_aulia.pdf".

⁵ "Irikawati, -Identifying Teacher Strategies in Teaching Writing,|| *Al-Lisan. Journal Bahasa* 2, no. 2 (2017): 10–16"

⁶ "K. D Pratiwi, -Students ' Difficulties in Writing English : A Study at the Third Semester Students of English Education Program At University of Bengkulu,|| *E Journal Universitas Bengkulu* 1, no. 2 (2015): 1–13"

Writing instruction not only emphasizes the importance of effective communication but also gives students practice expressing themselves coherently in writing. Students learn to critically evaluate their own thinking when given ample opportunity to write and reflect on their ideas. They learn the paths of reasoning and the traps of logical fallacies via writing.

This title was chosen by the researcher due to their interest. The researcher is interested in learning about common instructional practices for writing. Additionally, researchers are intrigued by this subject since they are seeking strategies to pique students' attention and motivate them to write. The researcher is interested in conducting research based on the phenomena described above; specifically, the title exploring the teachers strategies for enhancing writing instruction in high school.

B. Research Question

What strategies are used by English teachers to enhance writing instruction in high school at MAN Palopo, and how are these strategies implemented in the classroom?

C. Objective of the Research

The objective of this research is to identify the strategies used by English teachers to enhance writing instruction in high school at MAN Palopo and to describe how these strategies are implemented in the classroom.

D. Significances of the Research

Researchers are hoping that readers, other researchers, and other researchers will all benefit from this study's findings. Some important implications of the study are as follows:

- a. Responsible for MAN Palopo's efforts to train and inspire English teachers to provide their students with effective writing instruction.
- b. Man Palopo educators, to hone their skills in the classroom as writing instructors.
- c. Researcher: researchers can utilize this study to get new insights into the teaching and learning process, as well as a source of information for related studies. It also provides helpful information about English competence.
- d. Researchers in the field of language instruction might use these findings as a benchmark against which to measure and evaluate alternative topics.

E. Scope of the research

- a. Teachers' Strategies

A strategy encompasses all four of these elements: viewpoint, stance, plan, and pattern. In addition, strategy connects high-level objectives, or policies, with more specific, actionable steps, or tactics⁷. The strategy of a teacher is their personal plan, outline, and art form that they use to guide their students toward the achievement of learning outcomes. A teacher's strategy is their plan for achieving the program's objectives through instruction. Therefore, a teacher's strategy is the

⁷ "Fred Nickols, -Strategy: Definitions & Meanings,|| *Distance Consulting*, 2016, 2–10, http://mail.nickols.us/strategy_definitions.pdf".

set of actions they take in order to reach a specific learning objective.

b. Teaching Writing

Subject matter, interaction with students, and evaluations all play essential roles in the scientific method of teaching. One way to look at teaching is as a kind of problem-solving and decision-making that shares many characteristics with medical practice. Therefore, one of the ways to assist pupils become proficient communicators is to teach them how to write. As part of writing instruction, teachers frequently have students compose complete sentences or paragraphs utilizing newly acquired grammar rules.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

Teachers' approaches to instilling strong writing habits have been the subject of several studies; here are just a few examples:

Lia Karunia Aulia's initial study was published in 2019. "*The English Teacher Strategies to Teach Writing the Second Grade of SMPN 44 Muaro Jambi*" was the title of her research. The methods of observation, interviews, and documentation used to compile the data for this study are all part of the qualitative research approach. The researcher in this study got data from the eighth grade English instructor at SMPN 44 Muaro Jambi. The author draws the conclusion that while teaching writing in English, the instructor employs a variety of methods, including the formation of study groups, the usage of mind maps, and the incorporation of a dictionary. The instructor use this tactic to inject life and energy into the classroom, making learning and instruction more engaging and enjoyable for everybody⁸

Secondly, Astrini, Ratminingsih, and Utami (2020) performed the research. Known as "*The Model of Strategies Employed by English Teachers in Teaching Writing Skill in National Plus Schools*". Observation, interviews, and documentation are the mainstays of the qualitative research methodology that underpins this study. Four private school English teachers from Bintang SMP

⁸ "Lia Karunia Aulia, "The English Teacher Strategies to Teach Writing the Second Grade of SMPN 44 Muaro Jambi", *Skripsi* (University Of Sulthan Thaha Saifuddin Jambi, july 1, 2019): 33"

Mandiri and Widyatmika participated in the research. They came to the conclusion that teachers employed several tactics, like mind mapping, creative learning, and Please, to help their students learn to write. This study's findings indicate that students' writing skills are categorized as difficult when it comes to the teaching and learning process. According to the study's findings, students struggled to articulate themselves in English due to a lack of knowledge in grammar, vocabulary, and intrinsic drive. Instructors are so obligated to implement effective ways for teaching writing. Focusing on the writing process while also paying attention to students' learning goals and abilities should be the teacher's top priorities. Since the Indonesian National Curriculum for English has been in place since junior high, classifying students as new English learners is another justification for centering instruction on the writing process.⁹

In their 2020 study, Nia Florentina Robert and Widi Syahtia Pane uncovered the fourth piece of information. Theme: "*Teacher's Strategies in Teaching English Speaking to Young Learners*". This study makes use of qualitative research methods; rather of conducting interviews in a traditional classroom setting, researchers used a prearranged location—specifically, the Zoom application. A junior high school English instructor at SMP Purnama 1 Sendawar is the focus of this study. Teachers utilize oral teaching tactics such as role-playing, storytelling, social strategies, and conversation, according to this study's results. The second tactic is the teacher's use of role-playing, narrative, dialogue, and learning via play.

⁹ “Astrini, N. W.F, Ratminingsih, N.M, and Utami G.A. L.P, “The Model of Strategies Employed by English Teachers in Teaching Writing Skill in National Plus Schools,” *Journal of Educational Research and Evaluation* 4, no. 1 (january 18, 2020): 62”.

For this purpose, Teacher 2 use conversation. Students can easily understand the simple, brief language used in conversations. In making this decision, the educator keeps in mind the standards for instructing students in spoken English. In order to increase student engagement and facilitate the acquisition of new language, the instructor employs a variety of methods.¹⁰

The researcher noted that there were both similarities and contrasts across the prior studies based on their analysis. Because they are both qualitative studies that look at how teachers use tactics in the classroom, the aforementioned research is similar to other studies that have been done. The tactics employed by educators, the perspectives of pupils, and the varied educational settings all contribute to the variation.

Although these studies share a common goal of studying the teaching strategies used by teachers, there are several fundamental differences. between previous studies and this research. One of the main differences is the diversity of strategies examined. Previous studies have generally examined broad approaches to learning strategies in writing instruction. However, this research specifically focuses on six strategies: Genre-Based Approach, Cooperative Learning, Quick Write, RAFT, Journalistic Questions, and Blooming Sentences, which are directly implemented by English teachers to enhance students' writing skills in high school.

Another difference lies in the research scope and context. While earlier studies were conducted in various educational settings, including general high

¹⁰ “Nia Florentina Robert and Widi Syahtia Pane, “Teacher’s Strategies in Teaching English Speaking to Young Learners,” *Borneo Educational Journal (Borju)* 02, no. 02 (august,2020): 67, <https://doi.org/10.24903/bej.v2i2.627>”.

schools and private schools, this study is conducted specifically at MAN Palopo. The focus is not only on identifying the strategies used by teachers but also on describing how these strategies are implemented in classroom practice.

In addition, previous research has often emphasized the challenges students face in writing, such as limited vocabulary or low motivation. In contrast, this study highlights teachers' practical classroom strategies to address these challenges. By employing observation, interview, and documentation methods, this study provides a detailed picture of how teachers apply the identified strategies to support students' writing development.

B. Literature Review

1. The Nature of Writing Skill

a. Definition of Writing Skill

It is essential that students possess the skill of writing. Writing allows you to explore your thoughts and identity; in other words, readers can gain insight into your character and the things that are on your mind through your writing.¹¹ According to Andrea, writers need certain qualities that allow them to cognitively engage with the content and put their thoughts into words in a meaningful way. In order to communicate effectively in writing, a grasp of basic grammar is essential. For many aspiring authors, the hardest parts of improving their writing abilities are not the mechanics of the craft itself but rather the cultivation of an individual voice and style.

¹¹ "A T Vii, and Susi Efriana, Improving Students ' Writing Skill Through Brainstorming Technique At Vii Grade,| *Thesis*, 2020".

Without a doubt, the trickiest linguistic task imaginable. Writing was an auxiliary skill whose primary purpose was to facilitate the growth of oral language until around the middle of the 1970s.¹² According to the findings, the ability to put one's thoughts and feelings into written symbols in a way that other people can comprehend is the essence of good writing. Nurfadillah and Rustan also emphasized that writing requires not only technical mastery but also creativity and innovation, which aligns with current demands in English language teaching.¹³

a. Process of Writing

When students of a language finally get it, they'll be able to put their newly acquired listening, speaking, and reading talents into practice through writing. Learning to write is the most challenging of the four language abilities. This is because being able to put thoughts on paper necessitates not only fluency in the language as a whole, but also in the specific linguistic and non-linguistic aspects that make up the text itself.

According to Harmer's entry in Setyaningsih's journal, the writing process consists of four primary steps. There are four stages: brainstorming, outlining, editing (including revisions), and finalization.

1. Planning

There are three primary considerations that students must make throughout the planning process. As a preliminary step, students need to

¹² “Andrea Sosa, -Review of Related Finding Literatures, *Journal* вы12у, no. 235 (2007): 245, [http://digilib.unila.ac.id/4949/15/BAB II.pdf](http://digilib.unila.ac.id/4949/15/BAB%20II.pdf)”

¹³ Nurfadillah, Rustan, S (2024). Developing an English Teaching Module Integrated with Islamic Values in Islamic Elementary Schools. Pascasarjana Tadris Bahasa Inggris, IAIN Palopo.

determine why they are writing. Language styles should then be considered by the students. The material must be considered by the students lastly.

2. Drafting

A piece of writing is draughted in its initial form. Students require a lot of time at this stage to concentrate on developing their ideas and organizing them rather than perfecting their grammar, punctuation, and spelling.

3. Editing

Students revise their work by reading it aloud again after creating a draft to catch any errors. Edit it when the pupils have spotted the errors. Mistakes can be reduced by performing those.

4. The Last Draft

The final version is the last stage. The final version is made by the pupils when all the processes are completed. The final product may differ significantly from the plan and previous drafts.¹⁴

Because the editing process undergoes so many changes, this occurs. The draft can be edited to remove any unnecessary details.¹⁵ Since there are distinct steps to the writing process, it is possible to think of writing as a process; nonetheless, many students overlook these steps while they write. Consequently, the pupils' writing is flawed. Students will discover writing more easier if they follow this technique.

¹⁴ “Setiyaningsih, -The Effectiveness of Roundtable... Setiyaningsih, Fkip Ump, 2015,|| *THESIS*, 2004, 6–27, [http://repository.ump.ac.id/2345/3/SETIYANINGSIH%2C BAB II.pdf](http://repository.ump.ac.id/2345/3/SETIYANINGSIH%2C%20BAB%20II.pdf)”

¹⁵ “Khasanah, -Theoretical Review,|| *Thesis*, 2015”,

c. Teaching Writing

When instructing students in the art of writing, instructors show them the ropes and assist them hone their craft.¹⁶ Teaching writing as an exploratory process means that rewriting takes center stage and that the instructor, who usually offers comments after the fact, steps in to help students through the process. Initiate class discussion or get everyone's attention by having them write for two or three minutes on the spot. Use this opportunity to switch topics, solve a problem, or keep everyone engaged in the middle of the lesson. Finally, use it to have students reflect on what they've learned and commit it to memory at the end of the class.

It is common practice for teachers to have students compose sentences or paragraphs utilizing newly acquired grammar rules while instructing writing. While learning is taking place, pupils should jot down important points. In doing so, it facilitates the pupils' comprehension of the language that has been studied.

d. Writing Teaching Genres in High Schools based on the curriculum

In line with this, Husnaini, Iksan, and Masruddin emphasized that implementing a weekly English program with fun learning methods could increase students' engagement and build their positive attitudes toward English.¹⁷

The teaching of writing in Indonesian senior high schools is strongly influenced by the Genre-Based Approach (GBA), which emphasizes that students should learn to write through exposure to and practice with various text types or

¹⁶ “Sosa, -Review of Related Finding Literatures.‖ *Journal* ы12у, no. 235 (2007): 245, [http://digilib.unila.ac.id/4949/15/BAB II.pdf](http://digilib.unila.ac.id/4949/15/BAB%20II.pdf)”.

¹⁷ H. Husnaini, M. Iksan, and M. Masruddin, “Implementation of Weekly English Program with Fun Learning Method for Pesantren Students,” *Ethical Lingua: Journal of Language Teaching and Literature* 9, no. 2 (2022): 872–879.

genres. This approach is rooted in Systemic Functional Linguistics (SFL), which views language as a resource for making meaning in social contexts.¹⁸ In line with this perspective, writing instruction in the curriculum requires students not only to master grammar and vocabulary but also to understand the social purposes, schematic structures, and linguistic features of different genres.¹⁹

The Indonesian Kurikulum 2013 and the current Kurikulum Merdeka specify that students at the senior high school level must learn to write across several genres that reflect real-life communication needs.²⁰ These genres provide a framework for teaching writing systematically, from descriptive and narrative texts that emphasize recounting experiences, to exposition and discussion texts that develop critical thinking and argumentative skills. Teaching students to write in different genres helps them become more versatile and competent communicators, as each genre demands different cognitive, linguistic, and rhetorical skills.

The following are the main genres of writing taught in Indonesian senior high schools:

1. Descriptive Text

Descriptive text is one type of writing in English learning that aims to describe a person, place, object, or phenomenon in detail so that the reader can visualize the subject clearly. The main social function of this text is to provide

¹⁸ Feez, Susan, and Helen Joyce. *Text-Based Syllabus Design*. Sydney: National Centre for English Language Teaching and Research, 1998.

¹⁹ Martin, J. R., and David Rose. *Genre Relations: Mapping Culture*. London: Equinox, 2008.

²⁰ Kementerian Pendidikan dan Kebudayaan Republik Indonesia. *Permendikbud No. 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum SMA/MA*. Jakarta: Kemendikbud, 2013.

information about the features, qualities, or attributes of the object being discussed.²¹ Thus, descriptive text does not only emphasize vocabulary accuracy but also the writer's ability to present concrete and vivid images for the reader.

Generally, descriptive text has a generic structure consisting of two parts, namely *identification* and *description*. The identification serves to introduce the subject to be described, while the description provides detailed information about its characteristics, parts, or specific qualities.²² In terms of language features, descriptive text often uses adjectives, linking verbs, and is usually written in the simple present tense, as it describes general facts or conditions that are currently true.²³

In addition, descriptive text also has a distinctive feature in the form of rich sensory details, such as color, size, shape, taste, or sound, which help the reader understand the object more deeply. According to Knapp and Watkins, descriptive text provides opportunities for students to develop writing skills with a focus on elaborating details and ensuring coherence, so that the resulting text is not only informative but also engaging to read.²⁴ Therefore, mastering descriptive text becomes an important foundation before students advance to other, more complex genres.

²¹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994).

²² Mark Anderson and Kathy Anderson, *Text Types in English 2* (South Yarra: Macmillan, 1997).

²³ Beverly Derewianka, *Exploring How Texts Work* (Sydney: Primary English Teaching Association, 1990).

²⁴ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: UNSW Press, 2005).

In the Indonesian senior high school curriculum, descriptive text is usually taught in Grade X as one of the basic genres. Through this genre, students are trained to describe details accurately, enrich their vocabulary, and construct coherent sentences. Mastery of descriptive text also prepares students to write more complex genres such as report or narrative texts.²⁵

The most suitable strategies for teaching descriptive text are the Genre-Based Approach (GBA) and Blooming Sentences. GBA is relevant because it helps students understand the structure and language features of the text systematically. Feez and Joyce (1998) explain that the genre-based approach provides clear stages starting from modeling, joint construction, to independent writing, enabling students to write descriptive texts more effectively.²⁶ On the other hand, Blooming Sentences is highly effective as it trains students to expand simple sentences into richer and more detailed descriptions. Nation emphasizes that the ability to expand simple sentences into more complex ones helps students produce more informative and communicative texts.²⁷ The combination of these two strategies allows students to master both the structural and elaborative aspects that are central to descriptive writing.

Therefore, the Genre-Based Approach and Blooming Sentences are the most appropriate strategies for teaching descriptive text because they directly address the structural and elaborative aspects essential in this genre. Dr. Wisran also

²⁵ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Permendikbud No. 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum SMA/MA* (Jakarta: Kemendikbud, 2013).

²⁶ Susan Feez and Helen Joyce, *Text-Based Syllabus Design* (Sydney: National Centre for English Language Teaching and Research, 1998).

²⁷ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009).

stressed that genre-based pedagogy must be continually adapted to students' needs, especially in descriptive and narrative writing at the high school level²⁸

2. Narrative Text

Narrative text is a type of writing that tells a story with the purpose of entertaining, engaging, or teaching readers through experiences, conflicts, and resolutions. Its social function is to amuse, to entertain, and sometimes to deliver moral lessons through imaginative or real events.²⁹ This genre often takes the form of fables, legends, short stories, or personal experiences, making it one of the most enjoyable and creative text types for students to learn.

The generic structure of narrative text generally includes: (1) *Orientation* (introducing characters, setting, and situation), (2) *Complication* (presenting a problem or conflict), (3) *Resolution* (showing how the problem is solved), and optionally (4) *Coda* (stating the moral of the story).³⁰ Linguistically, narrative texts usually use the past tense, action verbs, time conjunctions (such as *then*, *after*, *finally*), and descriptive language that supports the sequence of events. These features are essential for constructing a coherent and engaging storyline.

Narrative text also emphasizes creativity and imagination. According to Anderson, narrative writing encourages students to explore imaginative experiences while simultaneously practicing coherence and chronological sequencing.³¹ By

²⁸ Wisran. (2023). Curriculum Development and Genre-Based Pedagogy in English Language Teaching. Pascasarjana Tadris Bahasa Inggris, IAIN Palopo.

²⁹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994).

³⁰ Mark Anderson and Kathy Anderson, *Text Types in English 2* (South Yarra: Macmillan, 1997).

³¹ Mark Anderson and Kathy Anderson, *Text Types in English 2* (South Yarra: Macmillan, 1997).

engaging in narrative writing, students develop not only linguistic accuracy but also higher-order thinking skills such as creativity, problem-solving, and critical interpretation of events.

In the Indonesian senior high school curriculum, narrative text is introduced in Grade X and continued in higher levels due to its close relation to both language skills and character education. Through narrative writing, students can improve their ability to organize events chronologically, enrich their vocabulary related to actions and emotions, and internalize values embedded in stories.³² Thus, narrative text functions as both a linguistic and moral tool in the classroom.

The most suitable strategies for teaching narrative text are Quick Write and Journalistic Questions. Quick Write is effective because it helps students generate ideas rapidly without being hindered by grammar or structure at the initial stage. According to Graham and Perin, free and fast writing activities increase students' fluency and confidence in producing narrative content.³³ On the other hand, Journalistic Questions (5W+1H) guide students in organizing their stories more systematically by answering questions such as *Who was involved? What happened? When and where did it take place? Why did it happen? and How did it happen?* Hyland asserts that structured questioning techniques are powerful tools to help writers elaborate on ideas and construct coherent narratives.³⁴ These strategies,

³² Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Permendikbud No. 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum SMA/MA* (Jakarta: Kemendikbud, 2013).

³³ Steve Graham and Dolores Perin, *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools* (Washington, DC: Alliance for Excellent Education, 2007).

³⁴ Ken Hyland, *Teaching and Researching Writing*, 2nd ed. (London: Pearson, 2009).

when combined, support both the generation of imaginative ideas and the logical organization of narrative structure. Prof. Dr. Rustan emphasized that narrative writing should not only enhance students' creativity but also foster their critical thinking and reflective abilities.³⁵

Therefore, Quick Write and Journalistic Questions are the most appropriate strategies for teaching narrative text, as they effectively stimulate creativity, enhance fluency, and provide a clear framework for structuring stories.

3. Recount Text

Recount text is a type of writing that retells past experiences or events in the order in which they occurred. Its social function is to inform or entertain readers by reconstructing past happenings through a clear chronological sequence.³⁶ This genre is often found in personal letters, diaries, autobiographies, and reports of past events. Through recount writing, students practice how to record and narrate real-life experiences meaningfully.

The generic structure of recount text usually consists of three main parts: (1) *Orientation* (providing background information about who, when, and where), (2) *Events* (a sequence of events arranged chronologically), and (3) *Re-orientation* (optional conclusion or personal comment).³⁷ Linguistically, recount texts typically employ the past tense, action verbs, and temporal connectives such as *first*, *then*, *next*, *finally*, which are crucial in ensuring chronological order.

³⁵ Rustan, R. (2024). Innovation and Creativity in Language Learning: Narrative as a Tool for Critical Thinking. Seminar Pascasarjana Tadris Bahasa Inggris, IAIN Palopo.

³⁶ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994).

³⁷ Mark Anderson and Kathy Anderson, *Text Types in English 2* (South Yarra: Macmillan, 1997).

Recount writing is closely linked to personal reflection and memory. According to Anderson, recount text encourages learners to recall, sequence, and evaluate past events, which supports not only linguistic accuracy but also metacognitive awareness.³⁸ By writing recounts, students learn how to transform real-life experiences into coherent and meaningful texts, which is a vital step in developing their ability to express ideas systematically.

In the Indonesian senior high school curriculum, recount text is introduced in Grade X and serves as one of the initial genres students must master.³⁹ It provides a bridge between descriptive and narrative writing by focusing on real events but presenting them in a structured story-like form. Recount writing also builds students' ability to use time expressions, sequence connectors, and past tense verbs, which are fundamental skills in academic and everyday communication.

The most suitable strategies for teaching recount text are Journalistic Questions and Quick Write. Journalistic Questions (5W+1H) are particularly effective in helping students recall and organize details of past events systematically, ensuring that important elements such as who was involved, what happened, where and when it occurred, why it happened, and how it unfolded are included. Hyland emphasizes that structured questioning facilitates idea generation and supports coherence in recount writing.⁴⁰ Meanwhile, Quick Write is useful to stimulate students' memory and encourage fluency in narrating experiences without

³⁸ Mark Anderson and Kathy Anderson, *Text Types in English 2* (South Yarra: Macmillan, 1997).

³⁹ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Permendikbud No. 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum SMA/MA* (Jakarta: Kemendikbud, 2013).

⁴⁰ Ken Hyland, *Teaching and Researching Writing*, 2nd ed. (London: Pearson, 2009).

being constrained by grammar at the drafting stage. Graham and Perin highlight that quick, timed writing activities increase students' confidence and ability to produce ideas spontaneously, which aligns with the objectives of recount text.⁴¹

Therefore, Journalistic Questions and Quick Write are the most appropriate strategies for teaching recount text, as they support both the systematic organization of events and the fluent expression of personal experiences.

4. Report Text

Report text is a type of writing that presents factual information about natural, social, or scientific phenomena. Its **social** function is to describe the way things are, with a focus on classification and generalization, rather than personal experiences.⁴² This genre differs from descriptive text because while descriptive text focuses on describing a specific object, report text provides general information about a class of things, such as animals, plants, or natural events.

The generic structure of report text typically consists of two main parts: (1) *General Classification* (introducing the subject and its category), and (2) *Description* (detailing characteristics, behavior, or functions of the subject in general).⁴³ In terms of language features, report texts usually employ the simple present tense, technical or scientific vocabulary, relational verbs (such as *is*, *are*, *has*), and often include diagrams or visuals to support explanations.

⁴¹ Steve Graham and Dolores Perin, *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools* (Washington, DC: Alliance for Excellent Education, 2007).

⁴² Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994).

⁴³ Mark Anderson and Kathy Anderson, *Text Types in English 2* (South Yarra: Macmillan, 1997).

Report text emphasizes objectivity and factuality. Knapp and Watkins highlight that report writing trains students to construct texts based on factual observation and classification rather than personal opinion.⁴⁴ This feature makes report text highly relevant to academic writing, as it encourages learners to develop skills of organizing factual knowledge systematically.

In the Indonesian senior high school curriculum, report text is introduced in Grade XI as a continuation of descriptive text.⁴⁵ It is crucial because it bridges everyday descriptive writing with academic writing, helping students expand their ability to use scientific vocabulary, construct factual statements, and present knowledge in a structured way. Mastery of report text prepares students for higher-level academic tasks, including research summaries and scientific reports.

The most suitable strategy for teaching report text is the Genre-Based Approach (GBA). Report writing requires students to understand the structural conventions and linguistic features of factual texts. According to Feez and Joyce, genre-based pedagogy provides explicit instruction and scaffolding that enable students to analyze models of report texts before independently constructing their own.⁴⁶ By applying GBA, teachers can guide students through stages of deconstruction, joint text construction, and independent production, ensuring that

⁴⁴ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: UNSW Press, 2005).

⁴⁵ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Permendikbud No. 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum SMA/MA* (Jakarta: Kemendikbud, 2013).

⁴⁶ Susan Feez and Helen Joyce, *Text-Based Syllabus Design* (Sydney: National Centre for English Language Teaching and Research, 1998).

learners grasp both content and structure. This strategy is particularly aligned with report text because of its reliance on technical accuracy and factual organization.

Therefore, the Genre-Based Approach is the most appropriate strategy for teaching report text, as it supports explicit modeling and scaffolding of structure and language features essential in academic and factual writing.

5. Exposition Text

Exposition text is a type of writing that presents arguments in order to influence the reader's perspective on a particular issue. Its social function is to argue, explain, and persuade through logical reasoning.⁴⁷ There are two main types of exposition text: *Analytical Exposition*, which aims to convince the reader that something is the case, and *Hortatory Exposition*, which persuades the reader that something should or should not be done. Both types are crucial for developing critical thinking and persuasive communication skills.

The generic structure of exposition text usually consists of three parts: (1) *Thesis* (introducing the writer's position or viewpoint), (2) *Arguments* (presenting reasons and supporting evidence), and (3) *Reiteration* (restating or emphasizing the writer's stance). Linguistically, exposition texts often use simple present tense, causal conjunctions (such as *because, therefore, consequently*), **modality** (such as *should, must, will*), and evaluative language to strengthen arguments.

Exposition writing emphasizes logic, reasoning, and persuasion. Hyland explains that argumentative genres like exposition foster students' ability to

⁴⁷ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994).

develop logical claims and support them with evidence, which is a key competence in academic literacy.⁴⁸ Through exposition, students learn how to evaluate information critically, construct coherent arguments, and communicate persuasively.

In the Indonesian senior high school curriculum, exposition texts are introduced in Grade XI and XII because they prepare students for higher-level academic writing and debate.⁴⁹ They are essential for developing not only linguistic skills but also critical thinking, since students must learn to analyze issues, form opinions, and justify their arguments convincingly. Mastery of exposition writing contributes significantly to students' readiness for university-level academic tasks, including essays, debates, and research papers.

The most suitable strategy for teaching exposition text is RAFT (Role, Audience, Format, Topic). Exposition writing requires students to consider their position, their audience, and the format in which arguments are presented. According to Santa, RAFT strategy enables learners to think critically about purpose, audience, and context, which are essential for producing persuasive texts.⁵⁰ By using RAFT, students can practice writing expositions that are more engaging, well-targeted, and logically structured, as they learn to adapt their arguments to specific communicative situations.

⁴⁸ Ken Hyland, *Genre and Second Language Writing* (Ann Arbor: University of Michigan Press, 2004).

⁴⁹ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Permendikbud No. 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum SMA/MA* (Jakarta: Kemendikbud, 2013).

⁵⁰ Carol Santa, "RAFTing: Engaging Students in Reading and Writing," *Journal of Reading* 31, no. 5 (1988): 418–422.

Therefore, the RAFT strategy is the most appropriate approach for teaching exposition text because it directly trains students to consider role, audience, and purpose, which are fundamental in developing persuasive and logical arguments.

6. Procedure Text

Procedure text is a type of writing that provides instructions or directions on how to do something or how something works. Its social function is to tell the reader how to accomplish a task in a sequence of steps.⁵¹ Examples of procedure texts include recipes, manuals, instructions for experiments, or guidelines for operating devices. This genre emphasizes clarity, order, and practicality in language use.

The generic structure of procedure text consists of three main parts: (1) *Goal* (stating the purpose or aim), (2) *Materials* (listing the tools or ingredients needed), and (3) *Steps* (explaining the sequence of actions to achieve the goal). The linguistic features of procedure text commonly include imperative sentences (*mix, cut, turn on*), connectives of sequence (*first, next, then, finally*), and technical vocabulary related to the task. These features highlight the procedural and instructional nature of the genre.

Procedure writing requires accuracy and precision. According to Anderson and Anderson, procedure text trains students to use language that is concise, direct, and instructional.⁵² This helps learners develop practical communication skills that are essential not only for academic purposes but also for real-life situations.

⁵¹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994).

⁵² Mark Anderson and Kathy Anderson, *Text Types in English 2* (South Yarra: Macmillan, 1997).

In the Indonesian senior high school curriculum, procedure text is introduced in Grade X and serves as one of the foundational genres.⁵³ It is significant because it connects language learning with daily life skills, allowing students to apply English in practical and functional contexts. Moreover, procedure text provides a basis for developing organizational skills, as students learn to sequence instructions logically and clearly.

The most suitable strategy for teaching procedure text is Cooperative Learning. This strategy is effective because procedure writing often involves step-by-step tasks that can be performed collaboratively. Johnson and Johnson argue that cooperative learning fosters peer interaction and helps learners construct knowledge together through task completion.⁵⁴ In procedure writing, students can work in groups to design and test instructions (e.g., writing a recipe or experiment steps), thereby reinforcing both their understanding of the text structure and their teamwork skills.

Therefore, Cooperative Learning is the most appropriate strategy for teaching procedure text, as it encourages collaborative engagement and reinforces students' ability to organize and communicate sequential instructions effectively.

7. Explanation Text

Explanation text is a type of writing that explains how or why a phenomenon occurs, particularly in natural, social, or scientific contexts. Its social function is to

⁵³ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Permendikbud No. 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum SMA/MA* (Jakarta: Kemendikbud, 2013).

⁵⁴ David W. Johnson and Roger T. Johnson, *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*, 5th ed. (Boston: Allyn & Bacon, 1999).

clarify the processes involved in the formation or functioning of something.⁵⁵ Examples include texts explaining natural disasters, how machines work, or social phenomena. Unlike procedure text, which tells readers *how to do something*, explanation text tells readers *how something happens*.

The generic structure of explanation text usually consists of two main parts: (1) *General Statement* (introducing the phenomenon to be explained), and (2) *Sequenced Explanations* (describing the process in a logical order). Linguistic features of explanation text include technical terms, causal conjunctions (*because, the.refore, as a result*), and passive voice to maintain objectivity. These features highlight the informative and scientific orientation of the text.

Explanation writing emphasizes logical thinking and cause-and-effect relationships. According to Knapp and Watkins, this genre encourages students to develop systematic reasoning and use language to explain complex processes.⁵⁶ In this way, explanation text supports the development of academic literacy by connecting language learning with scientific reasoning.

In the Indonesian senior high school curriculum, explanation text is taught in Grade XI as part of the scientific and factual genres.⁵⁷ It is significant because it integrates English learning with science, technology, and social studies, enabling students to use English to explain phenomena beyond the classroom. Mastery of

⁵⁵ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994).

⁵⁶ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: UNSW Press, 2005).

⁵⁷ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Permendikbud No. 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum SMA/MA* (Jakarta: Kemendikbud, 2013).

this genre also prepares students for academic tasks that require explanation, such as scientific reports or project presentations.

The most suitable strategy for teaching explanation text is the Genre-Based Approach (GBA). Explanation writing requires explicit instruction on how to structure processes and use causal language. Feez and Joyce argue that genre-based pedagogy provides the scaffolding necessary for students to understand the conventions of explanation texts before producing their own.⁵⁸ Through GBA, teachers can guide students in analyzing model texts, jointly constructing explanations, and then writing independently. This explicit, step-by-step process is particularly aligned with explanation writing, which relies on accuracy, clarity, and logical sequencing.

Therefore, the Genre-Based Approach is the most appropriate strategy for teaching explanation text, as it supports systematic scaffolding, emphasizes logical organization, and equips students with the linguistic tools needed to explain complex phenomena effectively.

8. Discussion Text

Discussion text is a type of writing that presents different perspectives on a controversial or debatable issue. Its social function is to explore various arguments before coming to a conclusion or recommendation.⁵⁹ Unlike exposition text, which aims to convince the reader of a single position, discussion text provides a balanced

⁵⁸ Susan Feez and Helen Joyce, *Text-Based Syllabus Design* (Sydney: National Centre for English Language Teaching and Research, 1998).

⁵⁹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994).

view by presenting both advantages and disadvantages or supporting and opposing sides.

The generic structure of discussion text typically consists of: (1) *Issue* (introducing the topic or problem under discussion), (2) *Arguments for* (presenting supporting points), (3) *Arguments against* (presenting opposing points), and (4) *Conclusion or Recommendation* (summarizing perspectives or suggesting a stance). Linguistically, discussion texts often use modality (*should, might, could*), contrastive conjunctions (*however, on the other hand*), and evaluative language to highlight differing opinions.

Discussion writing emphasizes critical and evaluative thinking. According to Hyland, discussion texts develop students' ability to engage with multiple viewpoints, construct balanced arguments, and refine their evaluative skills in writing.⁶⁰ By engaging in discussion writing, learners not only practice language skills but also develop critical literacy, which is essential in academic and civic life.

In the Indonesian senior high school curriculum, discussion text is generally taught in Grade XII, as it requires a more advanced level of reasoning and argumentative skill.⁶¹ It is essential because it prepares students for academic discourse, debate, and decision-making processes. By practicing discussion writing, learners enhance their ability to analyze issues objectively, present

⁶⁰ Ken Hyland, *Genre and Second Language Writing* (Ann Arbor: University of Michigan Press, 2004).

⁶¹ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Permendikbud No. 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum SMA/MA* (Jakarta: Kemendikbud, 2013).

counterarguments fairly, and reach thoughtful conclusions skills that are crucial for higher education and democratic participation.

The most suitable strategies for teaching discussion text are RAFT and Cooperative Learning. RAFT (Role, Audience, Format, Topic) helps students consider multiple perspectives by adopting different roles and audiences in their writing. Santa emphasizes that RAFT encourages learners to shift perspectives and adapt arguments to different contexts, which aligns well with the requirements of discussion writing.⁶² Meanwhile, Cooperative Learning is effective in enabling students to collaborate, debate, and exchange arguments before constructing their texts. Johnson and Johnson explain that cooperative learning enhances critical thinking and promotes respectful negotiation of different viewpoints.⁶³ These two strategies complement each other by fostering both individual reflection and group-based exploration of issues.

Therefore, RAFT and Cooperative Learning are the most appropriate strategies for teaching discussion text, as they encourage perspective-taking, collaboration, and balanced argumentation core elements of this genre.

9. Review Text

Review text is a type of writing that evaluates and critiques works of art, literature, film, music, or other cultural products. Its social function is to provide information, opinion, and judgment to help readers understand the value, strengths,

⁶² Carol Santa, "RAFTing: Engaging Students in Reading and Writing," *Journal of Reading* 31, no. 5 (1988): 418–422.

⁶³ David W. Johnson and Roger T. Johnson, *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*, 5th ed. (Boston: Allyn & Bacon, 1999).

or weaknesses of the reviewed object.⁶⁴ Unlike exposition or discussion texts that focus on arguments about issues, review text focuses specifically on the evaluation of creative works or performances.

The generic structure of review text generally consists of: (1) *Orientation* (introducing the work to be reviewed), (2) *Evaluation* (providing the reviewer's opinion of the work, either positive or negative), (3) *Interpretation* (explaining details, characters, themes, or technical aspects), and (4) *Summary or Recommendation* (restating judgment or suggesting whether the audience should experience the work). Linguistic features include the use of evaluative language, adjectives and adverbs to show judgment (*amazing, disappointing, beautifully*), complex sentences, and sometimes figurative language to emphasize opinions.

Review writing emphasizes analytical and evaluative skills. According to Knapp and Watkins, review texts encourage learners to combine descriptive detail with personal opinion and critical judgment, making them a hybrid between informative and persuasive genres.⁶⁵ In this way, review text helps students refine their ability to evaluate, interpret, and express aesthetic appreciation.

In the Indonesian senior high school curriculum, review text is taught in Grade XII.⁶⁶ It is significant because it develops students' ability to analyze cultural products, present opinions persuasively, and engage in evaluative writing. This

⁶⁴ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994).

⁶⁵ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: UNSW Press, 2005).

⁶⁶ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Permendikbud No. 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum SMA/MA* (Jakarta: Kemendikbud, 2013).

genre also enriches students' exposure to literature, film, and media, providing opportunities to integrate language learning with cultural literacy.

The most suitable strategies for teaching review text are Quick Write and RAFT. Quick Write is useful for helping students record initial impressions or spontaneous evaluations of a work before refining them into structured arguments. Graham and Perin highlight that quick writing activities encourage fluency and idea generation, which are crucial in evaluative writing.⁶⁷ Meanwhile, RAFT supports students in considering different perspectives (e.g., as a critic, a fan, or a teacher), different audiences, and different formats of reviews. Santa argues that RAFT strategy enhances students' awareness of role and audience, thereby making reviews more engaging and contextually appropriate.⁶⁸

Therefore, Quick Write and RAFT are the most appropriate strategies for teaching review text, as they help students generate spontaneous evaluations and adapt their writing to specific roles, audiences, and purposes.

10. News Item Text

News item text is a type of writing that informs readers about important, recent, or noteworthy events. Its social function is to report newsworthy information to the public in a clear and factual manner.⁶⁹ This genre is commonly found in

⁶⁷ Steve Graham and Dolores Perin, *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools* (Washington, DC: Alliance for Excellent Education, 2007).

⁶⁸ Carol Santa, "RAFTing: Engaging Students in Reading and Writing," *Journal of Reading* 31, no. 5 (1988): 418–422.

⁶⁹ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: UNSW Press, 2005).

newspapers, magazines, online articles, and broadcasts, and it aims to prioritize accuracy, timeliness, and relevance.

The generic structure of news item text generally consists of: (1) *Newsworthy Event* (a summary of the event being reported), (2) *Background Events* (additional details such as who was involved, what happened, when, where, why, and how), and (3) *Sources* (comments or statements from witnesses, experts, or authorities). Linguistic features of news items include the frequent use of past tense, action verbs, quotations, and circumstantial details. These features make the text concise, factual, and objective.

News item writing emphasizes the ability to summarize information and report objectively. According to Bhatia, news texts are examples of professional genres that train learners to distinguish between fact and opinion while structuring information for public consumption.⁷⁰ This makes the news item text an important bridge between academic writing and media literacy.

In the Indonesian senior high school curriculum, news item text is introduced in Grade X and XI as one of the informative genres.⁷¹ It is important because it trains students to process current information, summarize key details, and present them in a clear and concise way. Moreover, mastering news item writing prepares learners for both academic contexts and real-life communication, especially in an era where digital news and information spread rapidly.

⁷⁰ Vijay K. Bhatia, *Analysing Genre: Language Use in Professional Settings* (London: Longman, 1993).

⁷¹ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Permendikbud No. 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum SMA/MA* (Jakarta: Kemendikbud, 2013).

The most suitable strategies for teaching news item text are Journalistic Questions and Cooperative Learning. Journalistic Questions (5W+1H) directly align with the structure of news writing, ensuring that students include essential details in their reports. White and Arndt note that structured questioning helps students maintain clarity and completeness in reporting.⁷² Cooperative Learning is also effective, as students can work in groups to gather, analyze, and present information from various sources, simulating real-world newsroom practices. Slavin emphasizes that cooperative tasks enhance learners' engagement and accountability in producing factual and accurate reports.⁷³

Therefore, Journalistic Questions and Cooperative Learning are the most appropriate strategies for teaching news item text, as they support completeness, objectivity, and collaborative engagement hallmarks of effective news reporting. This is supported by Anggraeni et al. who developed a vocabulary handbook for junior high school students, which proved to be effective in improving their mastery of thematic vocabulary and the quality of their writing.⁷⁴

e. Writing strategies

a. Definition of writing strategy

Students who are proficient writers are able to construct texts that adhere to standards of grammar, vocabulary, and syntax.⁷⁵ Strategies are defined by Brown

⁷² Ronald White and Valerie Arndt, *Process Writing* (London: Longman, 1991).

⁷³ Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice*, 2nd ed. (Boston: Allyn and Bacon, 1995).

⁷⁴ Anggraeni, A. T. Syam, H. Husnaini, M. Thayyib, and W. Wahibah, "Developing a Vocabulary Handbook for the Eighth Grade Students of Junior High School," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 12, no. 1 (2024): 296–312.

⁷⁵ "Rayendriani Fahmei Lubis and Nur Khoiria Hasibuan, -Students' Writing Procedure Text Mastery," *English Journal for Teaching and Learning* 08, no. 02 (2020): 166–76, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/3238>".

in Meria santi sibirani's thesis as "planned designs for controlling and manipulating certain information," ways of operation for accomplishing a particular aim, or unique approaches to problems or tasks. A teacher's next move should be to devise a plan to address the problem areas in the system that have arisen throughout the course of instruction.

Meria Santi Sibarani argues that tactics are frequently more effective when implemented in suitable combinations.⁷⁶ Scholars help define writing strategies, according to the journal article by Nanik Rahmawati and colleagues. One definition of writing strategy is the order in which a writer does tasks such as outlining, researching, brainstorming, and drafting. Instead of a singular action, writing tactics, in their view, are a series of them.⁷⁷ The writing strategy informs the activity's utilization by the educator.

Furthermore, local research indicates a tendency toward the use of certain learning strategies. Iksan (2021) found that IAIN Palopo students used metacognitive strategies the most (29%), followed by affective strategies (20.9%), while problem-solving strategies accounted for only 8%, highlighting the importance of cognitive strategies in supporting students' writing skills.⁷⁸

⁷⁶ “Meria Santy Sibarani, -English Teachers ’ Strategies in Managing a Large Class Faculty of Teacher Training and Education,| *Thesis*, 2017, 69, <https://repository.unja.ac.id/1376/>”.

⁷⁷ “Nanik Rahmawati, Endang Fauziati, and Sri Marmanto, -Writing Strategies Used By Indonesian High and Low Achievers,| *International Journal of Social Sciences & Humanities* 4, no. 2 (2019): 35–48”.

⁷⁸ M. M. Iksan, “Language Learning Strategies: How the Islamic Learners in IAIN Palopo Learn English,” *IDEAS: Journal on English Language Teaching and Learning*, 9, no. 2 (2021): 267–276, <https://doi.org/10.24256/ideas.v9i2.2308>

b. Types of teachers' strategies

In the field of education, particularly in teaching writing at the senior high school level, various theories and strategies have been developed to effectively enhance students' writing skills. These strategies originate from a range of pedagogical approaches, including product-based, process-oriented, genre-based, and socio-cognitive frameworks⁷⁹. However, in the context of 21st-century education, which emphasizes critical thinking, creativity, communication, and collaboration, writing instruction must go beyond end products and focus on process, meaning, and student interaction⁸⁰. Therefore, the researcher has reviewed and selected five writing strategies that are considered the most relevant and frequently used in schools: Quick Write Strategy, RAFT Strategy, Journalistic Questions Strategy, Blooming Sentence Strategy, and Cooperative Learning Strategy. These strategies were chosen based on their classroom applicability, alignment with the national curriculum, and support from existing theories that emphasize the importance of reflective, collaborative, and structured writing practices.⁸¹

1. Genre-Based Approach (GBA) Strategy

The Genre-Based Approach (GBA) is a writing instruction strategy that focuses on developing students' ability to produce texts according to specific genres. This approach emphasizes understanding the text structure, social purpose,

⁷⁹ Hyland, K. (2003). *Second Language Writing*. Cambridge University Press

⁸⁰ Graham, S., & Perin, D. (2007). *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*. Carnegie Corporation of New York.

⁸¹ Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1998). *Cooperation in the Classroom*. Interaction Book Company.

and context of language use in different genres. In other words, students not only learn to write in general but also learn to write with a specific communicative purpose and following textual conventions.

According to Feez and Joyce, GBA is based on Systemic Functional Linguistics (SFL), which views language as a system used for social purposes. Therefore, each genre has a particular social function, characteristic text structure, and language choices that support its communicative purpose.⁸² For example, narrative texts aim to tell experiences or events, exposition texts aim to persuade readers about a particular opinion, and report texts aim to present factual information.

The implementation of GBA in writing instruction usually involves three main stages:⁸³

1. Modeling: The teacher introduces examples of a specific genre, explaining its structure, social purpose, and language features.
2. Joint Construction: The teacher and students collaboratively construct a text, guided by the teacher, so that students understand how the genre's structure and language are applied in practice.
3. Independent Construction: Students write texts independently using the genre they have learned, applying their understanding of structure, social purpose, and language choices.

⁸² Stephen Feez and Helen Joyce, *Text-Based Syllabus Design* (Sydney: Macquarie University, 1998).

⁸³ James R. Martin and David Rose, *Genre Relations: Mapping Culture* (London: Equinox, 2008).

This approach offers several advantages. First, students can more easily understand the purpose of writing because they see the connection between the text and its social context. Second, GBA helps students master text structure and language cohesion, making their writing more organized and communicative.⁸⁴ Moreover, previous research has shown that GBA can enhance students' writing skills because they learn to write in a focused and contextualized manner.⁸⁵

2. Quick Write Strategy

When writing quickly, students often start by responding to a question or opportunity with a topic. But afterwards, he writes quickly about the subject. The fast writing technique allows teachers to set a time constraint, typically ten or fifteen minutes, for their pupils to complete a piece. Students were given two or ten minutes to answer open-ended questions as part of the method. Throughout the allotted time, the kids did not interrupt their writing. One common usage of the fast writing technique is as a consolidation or anticipation exercise.

According to David Nunan, who was a research advisor for Safitri Ramadhani Hrp's thesis, students engage in fast writing when they quickly come up with a topic and write on it. For children to write freely without worrying about spelling, grammar, or punctuation, teachers often set a time limit—typically 10 to 15 minutes—and tell them not to erase or cross out material. After finishing their brief pieces of writing, students should highlight the most important ideas or thoughts.

⁸⁴ Ken Hyland, *Second Language Writing* (Cambridge: Cambridge University Press, 2003).

⁸⁵ Roger Badger and Goodith White, "A Process Genre Approach to Teaching Writing," *ELT Journal* 54, no. 2 (2000): 153–160.

Next, they incorporate these concepts into the initial version of their articles.⁸⁶ In quick writing, students are given a topic and a time limit to demonstrate their writing skills.

Students can start the writing process with the help of the quick write approach. It is up to the student to decide what they will write about. The next step is for the student to document all of their knowledge on the assigned subject. A general subject, an image, a poem, or a brief literary passage can serve as their starting point.⁸⁷ It only takes five to ten minutes to complete Quick-write. It works well at the start, middle, or finish of a class. An open-ended statement is a common type of question that students are asked to complete. One common usage for the quick-write approach is as a consolidation or anticipation exercise. Any academic field, including math and science, can benefit from using a quick-write. Quick write is a method for teaching writing that involves the following steps:

- a. The teacher briefs the class on the tactic. In this activity, students are given a topic and instructed to write a quick summary of it. They have to keep writing for the whole allotted time.
- b. A teacher may assign a prompt or a subject to the class.
- c. One student is assigned to record all class comments on the topic on the white board as the teacher goes around the room.
- d. The instructor demonstrates to the class how to analyze the information they have

⁸⁶ "Safitri Ramadhani Hrp, The Effect of Quick Writing Technique on Students' Writing, *thesis*, 2015, 22, <http://etd.iain-padangsidimpuan.ac.id/id/eprint/3583.z>"

⁸⁷ "Wendy D Roth, The Effect of Using Quick Write Strategy on the Students' Writing Ability in Descriptive, *International Migration Review* 47, no. 2 (2013): 330-373., <http://onlinelibrary.wiley.com/doi/10.1111/imre.12028/abstract>".

gathered.

- e. The class learns from the instructor how to analyze the information they've gathered.
- f. Before the allotted ten minutes are up, the instructor has the pupils write as much as they can about the subject using the information they have gathered.
- g. At the end of class, the instructor will have the students gather their papers.

One way to teach writing is the "quick write" method, in which pupils are given five minutes to write as much as they can about a given topic. Here, rather than concentrating on grammar and spelling, students are encouraged to think critically about the ideas presented. After that, kids need to be given chances to express themselves.

3. Role Audience Format Topic (RAFT) Strategy

By first identifying their audience and the objective of their writing, students can better convey their ideas using the RAFT (Role, Audience, Format, Topic) writing method. Any kind of writing, from narratives to essays, can glean ideas and details from works of art. When working with artistic works or assisting pupils in organizing their thoughts and methods prior to writing, this RAFT process works well.

Because it covers all the bases when it comes to writing, this approach is called a comprehensive or one-stop technique. Students can benefit greatly from applying the RAFT strategy to their writing assignments. It helps them understand their role as writers, consider and analyze topics from different perspectives, think about who they are writing for and what they need to convey, experiment with

different forms and styles of writing to find the one that works best for the assignment, and most importantly, it helps them communicate their ideas and thoughts in a way that the reader can easily understand.⁸⁸

How to use the RAFT strategy in the classroom:

On the board, write the acronym RAFT and provide an example for each prompt. Collaborate with your students to select a section of your current reading assignment and then decide on a topic, structure, audience, and role to write about. Choose a portion from, for instance. After that, have your students use the RAFT technique to complete a writing project based on these prompts :

R – Role (who are you?)

A – Audience (who are you writing to?)

F – Form (what kind of writing will you do? Is it a story, letter, poem or other form?)

T – Topic (what are you writing about)

Example:

Role: putri

Audience: To herself

Format: Diary

Topic: Embarrassing Moment

The pupils can now use the prompts as a guide for their creative writing. Students can share their work with the class by reading it aloud once they've

⁸⁸ “Clarry Sada Januarnita Lindawaty, Sudarsono and Masters, Implementing RAFT Strategy to Enhance Students’ Skill in Writing Formal Letter, *Paper Knowledge . Toward a Media History of Documents* 77 (2014): 1–11”,

finished. All the stories that the students made will be displayed here. As students practice their creative writing abilities, the text they are reading is developed. With practice, you can have each student choose their own RAFT and use it in all of their lessons.

4. Journalists' Question

The Journalists Question is a method of instruction that uses guided questioning to guide student understanding. Teaching writing with this method is one option. It is a set of six questions used by reporters to ask interviewees: who, what, where, when, why, and how. Those words have the power to inspire children to put their thoughts on paper.

Zesy Alvisa and Siti's study titled "The effectiveness of the guided questions technique on student's writing skill of recount text" cites Amalia as one source. Students can enhance their writing skills by utilizing this strategy. Another name for the journalistic questions method is guided question technique. The same white journalistic inquiries From 5W to 1H How, where, when, who, and what are the questions.⁸⁹ The question serves as a prompt to help you come up with the thoughts you need to write. The term "journalistic question" refers to inquiries that aim to elicit information that can be documented through the usage of the 5W+1H framework commonly employed by journalists.

How to implement this plan:

- 1) Find out how each question relates to the writing.

⁸⁹ "Zesy Alvisa and Siti Luruh Ayunoerjanah, -The Effectiveness of Journalistic Questions Method Inl 3, no. 2 (2018)":

2) The students will need time in their schedules to answer the who, what, where, when, why, and how questions. On my own or with a few others.

a. Who?

Who are the participant? Who are the primary actors?

b. What?

What is the topic? What happen?

c. Where?

Where does the activity take place?

d. When?

What is the issue most apparent?

e. Why?

Why did the issue or problem arise?

f. How?

How can the issue or problem be resolved?

3) Ask students to reflect on their finding

The journalistic question method can be used by the teacher to direct the students' learning. Accordingly, this tactic has a better chance of succeeding.

5. Blooming sentence strategy

Through obfuscation and wordiness, students inadvertently learn that they come across as more accomplished writers when they utilize these techniques. To be fair, every writer messes around with language by using fancy words when plain ones will do. Students acquire mastery of new words through the process of blooming sentences. *Herbertia* 45, no. 1 & 2 (1989): 111-22, by Ava Shmida and

Amots Dafni, titled "Blooming Strategies, Flower Size and Adversiting in the Lily-Group Geophytes." As part of the blooming sentences technique, students should:

- a. Write a few brief sentences or choose a few from their writing assignments.
- b. Have the class spend a few minutes enhancing the phrases by adding or replacing words without affecting their meaning. Motivate pupils to use twice as many words in each statement.
- c. Evaluate the revised sentences and highlight any instances where students overused words.
- d. Each time a student writes a bloomed phrase, they should highlight the passive voice. Identifying different versions of the verb "to be" allows students to identify passivity.

It follows that the blooming sentences technique is a method of instructing students in the art of composition through the presentation of multiple brief sentences. Following this, the class is given a few minutes by the teacher to revise, add to, or alter the sentences in order to give them more impact. Students can improve their writing by adding or modifying sentences to make them more comprehensible while retaining their intended meaning.⁹⁰

6. Cooperative strategy

Assembling students of varying abilities into groups and then rewarding them based on the group's performance is an example of a cooperative technique. Johnson et al. defines cooperative learning as an instructional strategy whereby students in smaller groups collaborate to improve knowledge acquisition on both an individual

⁹⁰ Shmida and Dafni.

and group level. Collaborative learning occurs when students collaborate to accomplish shared learning objectives. Students of any age can work together on any task from any subject. Cooperative learning can be applied in three different ways.

Cooperative learning groups in the classroom can range in duration from a single class period to multiple weeks, and their purpose is to accomplish course requirements such as reading difficult texts, writing essays or reports, conducting experiments or surveys, expanding students' vocabulary, or completing chapter-end questions. After introducing the lesson, students work in groups of two to five, and the teacher provides them with the necessary resources and roles to complete the assignment.

The role of the teacher is to lay out the assignment, provide pupils with the knowledge and skills they need to complete it, and facilitate group work. Each student in the group works on the task until everyone has a good grasp of the material and has finished it. The instructor methodically walks from group to group, watching the students' interactions as they work together. When pupils are unable to grasp the academic assignment or are unable to work together effectively, the instructor steps in to help. Following the completion of the task, the teacher assesses the academic performance of each student and has the groups reflect on their teamwork abilities. Students learn two things when they work together: (a) they are each other's biggest advocates when it comes to their education and (b) they have an interest in each other's achievements.

For the purposes of enhancing student engagement, creating a learning environment that is favorable to learning, outlining the agenda for the class, facilitating students' cognitive processing of the material, and wrapping up an instructional session, teachers often employ informal cooperative learning groups. These groups typically last anywhere from a few minutes to an entire class period and are used during lectures, demonstrations, or films.

Cooperative base groups are learning communities where students can count on consistent support from a small group of peers over the course of a semester or year to help them succeed academically (i.e., show up to class regularly, finish all of their work, and learn) while also fostering positive personal and social development. The differences between individualistic, cooperative, and competitive learning must be emphasized. Learners in an individualistic classroom do not collaborate with one another but rather pursue knowledge on their own. Students in competitive learning still work independently, but they focus more on beating their peers. Students engage in cooperative learning when they form small groups and work together toward a common objective without engaging in direct competition. Learning a new scientific concept, perfecting the use of a formula or process, or completing a challenging scientific challenge are all examples of achievable tasks that can be spread out across many days.

Differentiating cooperative learning from traditional forms of group assignment is equally crucial. Many people mistakenly believe they are interchangeable or comparable. Students can (and probably will) keep working alone or competitively in simple group projects, even while they are physically

grouped together. Students engage in cooperative learning when they work together toward a common objective in a non-competitive manner.

Each member of a cooperative learning group should emerge from the experience stronger than when they first joined. Making sure that everyone in the group benefits from working together to learn is ultimately up to each person taking responsibility for their own actions. Members of the group should feel more confident taking on comparable assignments on their own after taking part in a cooperative class. Teachers can help students take personal responsibility for their work by keeping track of how much effort each group member is putting in, offering constructive criticism to both groups and individuals, guiding groups to avoid duplicating efforts, and holding everyone to account for the final product.

A few examples of common approaches to individual responsibility frameworks are:

1. Maintaining a small group size. People may feel more pressure to step up and take responsibility when the group is smaller.
2. administering separate exams to each student.
3. Having one student present the group's work to either the teacher (in front of the group) or the full class as a means of conducting a random oral evaluation of the students.
4. Keeping track of how often each group member contributes to the group's work while watching each group.
5. Assigning the responsibility of checker to one student in every group. The person checking the work will often ask other group members to elaborate

on the thought processes that went into the group's responses.

6. Having pupils share what they've learned with others. We say that all of the pupils are explaining at the same time when they do this. Learning in a classroom follows a certain structure. To begin, in a cooperative setting, students gain information, abilities, tactics, or processes. Second, in order to show that they have mastered the content, students work independently to apply what they have learned or to execute the skill, technique, or process. Students practice it in small groups before tackling it independently.

c. Teaching Writing as English Skill in Senior High School

Students in Indonesia have the opportunity to study English as a topic in their formal education. There are four main abilities that students of English need to acquire: receptive skills, which include hearing and reading, and productive skills, which include speaking and writing. All levels of education, including high school, should ideally devote equal time and energy to developing each of the four language skills.

A student's ability to write well includes the ability to organize their thoughts into coherent sentences that adhere to standard language and structural norms.⁹¹ The 2013 English language arts curriculum places a premium on students' ability to write in a variety of genres; as a result, both students and teachers need to have a firm grasp on the conventions of text construction in order for students to meet these standards.⁹²

⁹¹ "Lubis and Hasibuan, -Students' Writing Procedure Text Mastery".

⁹² "Lubis and Hasibuan, -Students' Writing Procedure Text Mastery".

Students can benefit from learning to write more easily in senior high school English classes. Reports, cover letters, resumes, and brief essays are some of the writing assignments that students complete for class evaluation. Writing education is increasingly difficult for both teachers and students because of the significance of writing abilities to students' future careers. Teachers should thus make a concerted effort to tailor their lessons to each student's unique requirements in order to help them develop strong writing abilities.

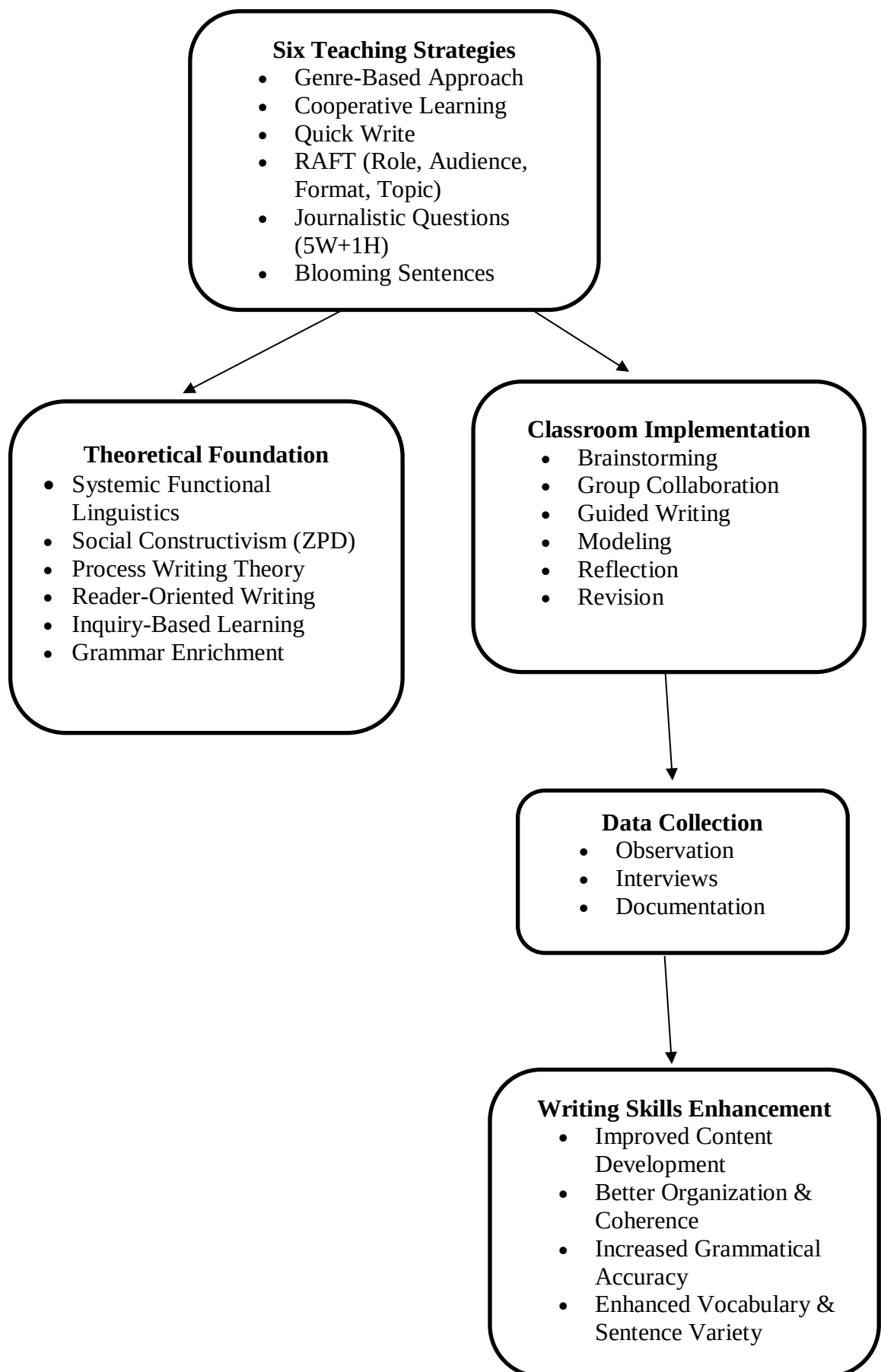
C. Conceptual Framework

This conceptual framework illustrates the systematic process through which teaching strategies influence students' writing outcomes at MAN Palopo. It begins with the identification of teaching strategies that include Genre-Based Approach, Cooperative Learning, Quick Write, RAFT, Journalistic Questions, and Blooming Sentences. Each strategy serves a unique function in promoting different writing skills such as organization, fluency, idea generation, and grammar awareness.

These strategies are then implemented in classroom contexts where teachers adapt methods based on topics, student characteristics, and instructional goals. Activities involve brainstorming, group collaboration, guided writing, and reflective tasks. The implementation phase is crucial as it determines how well the strategies are executed and received by students.

To evaluate the teachers strategy, data is gathered using qualitative methods such as observation, interviews, and documentation of students' written work. From this data, researchers assess the extent to which students' writing skills such as content development, grammatical accuracy, and structural coherence have

improved. The conceptual framework, therefore, serves as a guide to understanding how strategic teaching fosters better writing performance in senior high school learners.



CHAPTER III

RESEARCH METHOD

A. Research Design

This study adopted a descriptive qualitative research approach. According to Moloeng qualitative research aims to understand phenomena related to a participant's circumstances, including their behavior, perceptions, motivations, and actions⁹³. Sugiyono explain that qualitative research examines natural settings, gathering data that is primarily qualitative and analyzed using qualitative techniques.⁹⁴ Cresswell also notes that qualitative research seeks to explore or understand social issues.⁹⁵

Descriptive method in qualitative research is an approach to analysis where the researcher stays close to the data, uses limited frameworks and interpretation for explaining the data, and catalogues the information into themes (Cresswell, 2023).⁹⁶ The fundamental design of descriptive qualitative research is an effective methodology that can stand independently. As Sandelowski suggests, this method should be based on categorization rather than non-categorization and can serve as an alternative to other research strategies.⁹⁷ Unlike more interpretive methods, it

⁹³ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2018).

⁹⁴ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D* (Bandung: Alfabeta, 2019).

⁹⁵ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (Thousand Oaks, CA: Sage Publications, 2018).

⁹⁶ John W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks, CA: Sage Publications, 2023).

⁹⁷ Margarete Sandelowski, "Whatever Happened to Qualitative Description?" *Research in Nursing & Health* 23, no. 4 (2000): 334–340.

does not require a detailed focus on numerical data or highly abstract conceptualizations (Lambert & Lambert, 2012).⁹⁸

B. Subject of the Research

The subjects of this research consist of two English teachers and eleventh-grade students at MAN Palopo. The teachers were chosen because they are directly responsible for designing and implementing writing instruction in the classroom. To strengthen the validity of the research, the selection of teachers was also based on specific criteria: they were actively teaching English at the eleventh-grade level, they had direct responsibility for preparing lesson plans (RPP) and carrying out writing instruction, and they possessed adequate teaching experience, especially in applying various strategies for teaching writing.

Meanwhile, the students involved were those who participated in the writing lessons where the six identified strategies Genre Based Approach, Cooperative Learning, Quick Write, RAFT, Journalistic Questions, and Blooming Sentences were applied. The purposive selection of these subjects was intended to ensure that the data represented authentic teaching practices and real classroom experiences. By involving both teachers and students, this research seeks to provide a comprehensive description and understanding of the strategies used by teachers as well as how these strategies are implemented to enhance students' writing skills.

C. Instrument of Collecting Data

An instrument is any piece of hardware or software used to gather information for a study. The following are examples of the kinds of instruments

⁹⁸ V. Audrey Lambert and Clinton E. Lambert, "Qualitative Descriptive Research: An Acceptable Design," *Pacific Rim International Journal of Nursing Research* 16, no. 4 (2012): 255–256.

used to investigate the data in this study:

a. Observation

The observation sheet was used to record teachers' and students' activities during the teaching and learning process. Through this instrument, the researcher observed how the six strategies were implemented in real classroom practice. For the Genre-Based Approach, the observation focused on how the teacher explained text structures and guided students through the four stages of the cycle, as well as how students followed those stages. In Cooperative Learning, the observation was aimed at how the teacher formed groups, facilitated collaboration, and how students contributed to the group task. In Quick Write, the observation recorded how the teacher instructed students to write within a time limit and how the students responded to spontaneous writing. In RAFT, the focus was on whether students could adjust their writing according to Role, Audience, Format, and Topic as instructed by the teacher. In Journalistic Questions, the observation noted how the teacher encouraged students to develop ideas using 5W+1H, and how students applied it in their writing. In Blooming Sentences, the observation recorded how students expanded a simple sentence into a more detailed one under the teacher's guidance.

b. Interview

The interview guide was prepared to explore deeper information from both teachers and students. Teacher interviews focused on their reasons for choosing certain strategies, how they planned and implemented them, the challenges encountered, and how they evaluated students' progress. For instance, teachers

were asked about the benefits of applying Genre-Based Approach or Cooperative Learning in improving writing. Student interviews, on the other hand, were intended to explore their perceptions and experiences of using the strategies. Students were asked whether Quick Write helped them write more fluently, whether RAFT encouraged creativity, or whether Journalistic Questions supported them in generating ideas. They were also asked about their motivation and engagement during the lessons. This instrument provided data on the perceptions, experiences, and reflections of both teachers and students regarding the strategies.

c. Documentation

The documentation checklist was used to collect teaching materials and students' work that reflected the implementation of the six strategies. For the Genre-Based Approach, the researcher collected lesson plans, sample texts, and students' writing products. For Cooperative Learning, group worksheets and collaborative writing products were gathered. For Quick Write, students' drafts written under time constraints were collected. For RAFT, the instructions given by the teacher and the resulting texts based on Role, Audience, Format, and Topic were included. For Journalistic Questions, brainstorming sheets and outlines created with 5W+1H were documented, while for Blooming Sentences, examples of students' sentence expansion exercises were compiled. These documents served as concrete evidence of how strategies were planned, applied, and what outcomes were produced.

D. The Procedure for Collecting Data

The three methods used to gather information for this study are:

1. Observation

The classroom observation was conducted in four meetings of English

writing lessons. The reason for conducting four observations was to provide a balanced and representative picture of the different strategies applied in the classroom.

- a. In the first observation, the researcher focused on the implementation of the *Genre-Based Approach*, especially on how the teacher explained the structure and purpose of a genre text and guided the students through the initial stages of writing.
- b. The second observation concentrated on *Cooperative Learning* and *Quick Write*, documenting how the teacher managed group work and how students wrote under time pressure.
- c. The third observation focused on *RAFT*, particularly on how the teacher introduced the concept of Role, Audience, Format, and Topic, and how students adapted their writing accordingly.
- d. The fourth observation highlighted *Journalistic Questions* and *Blooming Sentences*, showing how students generated ideas using 5W+1H questions and expanded simple sentences into more detailed and descriptive ones.

In each observation, the researcher filled in the observation sheet, wrote detailed field notes, and documented the classroom process. The observations were not only descriptive but also analytical, in order to capture the dynamics of teacher–student interaction and students’ engagement during the writing process.

2. The interview

Interviews were conducted to obtain deeper insights that could not be fully captured through observation alone.

- a. For teachers, there were two English teachers involved in the study. Each teacher was interviewed twice, once before and once after the series of classroom observations. The first interview explored their planning, reasons for using certain strategies, and expectations from their students. The second interview aimed to understand their reflections on the teaching process, challenges they faced, and their evaluation of the strategies' effectiveness. Altogether, there were four teacher interviews.
- b. For students, the researcher interviewed ten students who were purposively selected from the observed classes. Each student was interviewed once, making a total of ten student interviews. The questions addressed their experiences during the lessons, their perceptions of each strategy, the difficulties they encountered, and whether they felt the strategies helped improve their writing skills and motivation.

By conducting four teacher interviews and ten student interviews (fourteen in total), the researcher obtained diverse perspectives that enriched the data, showing not only how strategies were applied but also how they were experienced by the learners.

3. Documentation

Documentation was gathered continuously during and after the observation period. This included:

- a. Four lesson plans (RPP) prepared by the teachers for the observed classes, which demonstrated how the strategies were planned.
- b. Teaching materials, such as sample texts, worksheets, group activity sheets, and

writing prompts, which showed the tools used to implement the strategies.

- c. Students' written works, which provided concrete evidence of the results of each strategy. For example, the researcher collected students' drafts from Quick Write, group projects from Cooperative Learning, RAFT-based assignments, brainstorming sheets using Journalistic Questions, and sentence expansion tasks from Blooming Sentences.

The documentation was crucial to verify the consistency between what was planned (lesson plans), what was done (observation), and what was produced (students' works).

E. Technique of Analysis Data

The data analysis in this study applied a qualitative descriptive strategy by following the interactive model of Miles and Huberman.⁹⁹ The process of data analysis was carried out simultaneously with data collection and continued until the end of the research. The steps of analysis were conducted systematically as follows:

1. Data Collection

The first step was collecting all the data obtained from three instruments, namely observation, interviews, and documentation. Observations were carried out in four classroom meetings, where the researcher recorded teachers' and students' activities when the six strategies *Genre Based Approach*, *Cooperative Learning*, *Quick Write*, *RAFT*, *Journalistic Questions*, and *Blooming Sentences* were applied. The researcher also collected field notes, filled in observation sheets, and recorded students' responses. Interviews were conducted with two teachers (twice each) and

⁹⁹ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*, 2nd ed. (Thousand Oaks: SAGE Publications, 1994).

ten students (once each), producing a total of fourteen interviews. The interviews provided deeper information about the reasons, challenges, and perceptions of the strategies. Documentation was collected in the form of lesson plans, worksheets, teaching materials, and students' writing products. At this stage, all raw data were gathered without selection.

2. Data Reduction

The second step was reducing the data. At this stage, the researcher reviewed the collected data and selected only the information relevant to the research focus. Data that were not connected to writing instruction strategies were set aside. The reduced data were then organized into categories according to the six strategies. For example, field notes from the observation of Quick Write were grouped with interview excerpts from students about their experience in time-limited writing and with students' Quick Write drafts. This categorization allowed the researcher to simplify large amounts of raw data into more manageable and meaningful units.

3. Data Display

After reduction, the data were presented in a systematic way to make the findings more understandable. The researcher displayed the data in descriptive narratives supported by tables, figures, and excerpts from interviews or students' writing products. For example, in analyzing the RAFT strategy, the researcher presented how the teacher gave RAFT instructions, displayed sample student texts, and quoted student reflections about how RAFT helped them in adjusting writing content. By arranging the data in this way, it was easier to identify the similarities,

differences, and patterns of implementation among the strategies used by both teachers.

4. Conclusion Drawing and Verification

The final step was drawing conclusions and verifying them. The researcher interpreted the displayed data to answer the research questions: (1) What strategies are used by English teachers to enhance writing instruction at MAN Palopo? and (2) How are these strategies implemented in the classroom? The conclusions were not taken directly but were drawn carefully based on recurring patterns across data sources. To ensure accuracy, triangulation was used by comparing observation results, interview statements, and documentation evidence. For instance, when teachers mentioned that Cooperative Learning increased student participation, this was verified by observing classroom interaction and checking students' group writing results. Verification was conducted continuously throughout the analysis so that the conclusions truly reflected the real conditions in the field.

Through these four stages data collection, data reduction, data display, and conclusion drawing/verification the researcher was able to systematically analyze the data and provide a comprehensive description of teachers' strategies in teaching writing and their implementation at MAN Palopo.

CHAPTER IV

RESULTS AND DISCUSSION

A. Research Findings

This chapter presents the results of research conducted through classroom observations, teacher interviews, and documentation. This study aimed to identify the strategies used by English teachers at MAN Palopo in teaching writing and determine which strategies were most frequently applied. Based on the data, the researcher identified six main strategies: Genre-Based Approach, Cooperative Learning, Quick Write, RAFT, Journalistic Questions, and Blooming Sentences. However, Genre-Based Approach and Cooperative Learning emerged as the most dominant strategies used.

1. Implementation of Genre Based Approach Strategy

The Genre Based Approach was one of the main strategies applied by English teachers at MAN Palopo in teaching writing. The results of classroom observations, interviews with two teachers (each interviewed twice), and documentation showed that the teachers consistently implemented this strategy, especially when teaching descriptive and explanatory texts, since these text types are emphasized in the curriculum.

a. Modeling (Introducing Purpose, Structure, and Language Features)

1) Observation data

- **Observation with Teacher 1**

In the first observation, the first teacher began the lesson by introducing the purpose and social function of the text. For example, in a

descriptive text lesson, the teacher explained that the purpose of the text was to describe a person or an object, while its social function was to provide detailed information to the reader. Teacher also emphasized the importance of students understanding the text's communicative purpose before moving on to its structure.

- Observation with Teacher 2

In the second observation, the second teacher implemented the same stage of modeling but with more emphasis on the generic structure and language features of the text. The teacher explained the organization of descriptive and explanatory texts for example, identification followed by description in descriptive text, and thesis, arguments, and conclusion in explanatory text. In addition, Teacher highlighted the typical language features such as the use of present tense, adjectives, and technical terms, depending on the genre taught.

This comparison shows that both teachers applied the modeling stage consistently, but with slightly different emphases: Teacher 1 focused more on the purpose and social function, while Teacher 2 gave stronger attention to the structure and language features of the text. Together, their practices illustrate how the Genre Based Approach was implemented to build students' understanding of text types.

2) Interview Data

- a. Teacher 1 (First Interview): *"I always begin with model texts. Without examples, students get confused about where to start writing. With*

examples, they can see the structure and understand how to build the text.”

- b. Teacher 2 (First Interview): *“Modeling is important because many students are not used to writing. I usually show a simple text first so they don’t feel intimidated.”*
- c. Teacher 1 (Second Interview): *“When I give a model, I can also emphasize grammar aspects, for example the use of present tense.”*
- d. Teacher 2 (Second Interview): *“I noticed that students are more confident when they already have a model to follow. They feel secure enough to try.”*

3) Documentation data

The teachers’ lesson plans (RPP) indicated clear steps for *Building Knowledge of the Field* and *Modeling*. Learning documents included sample texts provided to students. Students’ worksheets also showed that they were able to identify text structures as guided by the teacher.

b. Stage 2: Joint Construction (Collaborative Text Construction)

1) Observation data

The teacher divided students into small groups to collaboratively analyze a text. Students highlighted important vocabulary, identified main ideas, and rearranged sentences according to the correct text structure. Observations noted that students were actively engaged in group discussions while the teacher moved around the class, monitoring progress and providing direct feedback.

2) Interview Data

- a. Teacher 1 (First Interview): *“Group work helps students complement each other. Some are better at vocabulary, others at structure, so they learn*

together.”

- b. Teacher 2 (First Interview): *“I use group discussion so that passive students can also participate. This way, they can learn from their peers.”*
- c. Teacher 1 (Second Interview): *“Through group work, it is easier for me to quickly evaluate which groups already understand and which still need help.”*
- d. Teacher 2 (Second Interview): *“Group activities encourage students to be more critical. They often correct each other, which is good because it trains them to think carefully.”*

3) Documentation Data

The documentation included student worksheets where they highlighted text structures and vocabulary. Group work products were photographed, showing annotations and notes made by students during analysis.

The findings from observations, interviews, and documentation consistently indicate that the implementation of the Genre Based Approach at MAN Palopo was systematic, gradual, and effective in supporting students’ writing development. The process followed three main stages modeling, joint construction, and independent construction each of which played a complementary role in guiding students from initial exposure to autonomous writing.

From the observation data, it was evident that the teachers emphasized explicit instruction in the early stage of modeling. By showing model texts and breaking them down into their structural and linguistic components, students were provided with a clear framework for understanding how texts are constructed. This

step was crucial because many students were initially unfamiliar with genre conventions, and without such guidance, they would likely have faced difficulties in generating ideas and organizing their writing. The classroom interactions during this stage showed that students were engaged, responsive, and gradually building confidence.

The interview data provided further insights into the teachers' rationale and reflections on the process. Both teachers consistently highlighted the importance of scaffolding students' learning through examples and collaborative tasks. They explained that modeling gave students a reference point, while joint construction provided opportunities for peer learning, and independent construction tested individual mastery. Their responses across two separate interviews confirmed that these steps were not applied incidentally, but were deliberately chosen as part of their teaching strategy. The students' interviews also reinforced this, as many expressed that they felt more capable and less anxious when given clear models and opportunities to work collaboratively before attempting writing on their own.

The documentation data supported these findings by providing tangible evidence of the strategy in practice. Lesson plans clearly outlined each stage of the Genre Based Approach, indicating intentional planning by the teachers. Students' worksheets from the joint construction stage demonstrated their ability to identify structures and vocabulary, while their final drafts in the independent construction stage reflected visible improvement in organization, vocabulary use, and adherence to genre conventions. Although errors remained, the overall progress documented in student writing confirmed the effectiveness of the approach.

Taken together, these findings suggest that the Genre Based Approach at MAN Palopo was not only implemented systematically but also yielded positive results in improving students' writing skills. The three stages complemented one another: modeling built awareness, joint construction strengthened collaboration and critical thinking, and independent construction allowed for authentic demonstration of skills. Importantly, the triangulation of data sources observations of classroom practices, teacher and student interviews, and documentary evidence ensures that the findings are credible and comprehensive.

Therefore, it can be concluded that the Genre Based Approach is a practical and effective strategy for enhancing writing instruction in the context of MAN Palopo. Its step by step implementation provides students with both the structure and the confidence needed to write successfully in English. Moreover, this strategy aligns with the principles of the curriculum, as it integrates explicit instruction, student centered collaboration, and opportunities for independent learning.

Based on the interview results, the teacher also stated that the Genre-Based Approach is not limited to certain genres but can be applied to almost all types of texts in the curriculum, such as *descriptive*, *report*, *explanation*, *exposition*, *discussion*, *review*, and *news item*. This is because GBA provides a systematic framework that helps students understand the structure, social function, and linguistic features of various texts. Therefore, the teacher considered GBA as a very practical and flexible strategy that can be applied to all writing materials in the classroom.

2. Implementation of Cooperative Learning Strategies

Cooperative Learning was another strategy implemented by the English teachers at MAN Palopo to enhance students' writing skills. This strategy emphasized collaboration, group interaction, and shared responsibility among students. Findings from classroom observations, interviews with two teachers (conducted twice each), and documentation indicated that cooperative learning was applied in a structured way, allowing students to work together while practicing writing tasks.

a. Stage 1: Group Formation and Role Assignment

1) Observation Data

- Observation with Teacher 1

In the classroom observation, Teacher 1 implemented Cooperative Learning by dividing the students into several small groups. Each group was given a specific writing task related to descriptive and explanatory texts. During the group activity, Teacher 1 actively monitored each group, clarified instructions, and guided students who faced difficulties. The emphasis was on collaboration so that students could share ideas and learn from one another. The observation showed that most students were engaged in discussion, and the group interaction helped weaker students to gain confidence in completing the writing task.

- Observation with Teacher 2

In the second observation, Teacher 2 also applied Cooperative Learning but in a slightly different way. The teacher formed mixed ability

groups and assigned each member a role, such as a leader, writer, and presenter. After the group discussion, representatives from each group presented their work to the class, followed by peer feedback and teacher correction. This method encouraged active participation from all group members and enhanced students' critical thinking, as they were required to evaluate each other's writing.

Both teachers consistently applied Cooperative Learning, but Teacher 1 focused more on group collaboration and teacher guidance, while Teacher 2 emphasized structured roles and peer evaluation. Together, these approaches demonstrated the flexibility of Cooperative Learning in improving students' writing skills.

2) Interview Data

- a. Teacher 1 (First Interview): *"I arrange groups with different abilities so that students can help each other. Stronger students usually guide the weaker ones, and both sides benefit from the process."*
- b. Teacher 2 (First Interview): *"Assigning roles in groups helps every student contribute. Without roles, some students just stay silent, but with clear responsibilities, they become more active."*
- c. Teacher 1 (Second Interview): *"Group composition is important. I try to rotate the members so students learn to work with different classmates and adapt to various group dynamics."*

- d. Teacher 2 (Second Interview): *“When roles are given, I see more balanced participation. Even shy students have a chance to contribute because their role requires them to speak or write.”*

3) Documentation Data

Documentation such as seating charts and group work plans in the lesson plans showed the teacher’s careful organization of groups and role distribution.

b. Stage 2: Collaborative Writing and Discussion

1) Observation Data

In this stage, students collaborated to brainstorm ideas, plan text organization, and draft sentences together. The researcher observed active discussions where group members debated vocabulary choices, sentence structures, and how to organize paragraphs. The teacher facilitated by monitoring groups, clarifying instructions, and encouraging participation from all members.

2) Interview Data

- a. Teacher 1 (First Interview): *“The discussion stage is the heart of cooperative learning. Students exchange ideas, correct each other, and build the text together. It encourages critical thinking.”*
- b. Teacher 2 (First Interview): *“I often walk around during group discussions to ensure everyone is involved. If one group gets stuck, I give guiding questions rather than answers, so they learn to solve problems together.”*

- c. Teacher 1 (Second Interview): *“Collaboration helps students feel less anxious. They know they are not alone in writing; they can share the workload and learn from others.”*
- d. Teacher 2 (Second Interview): *“In group work, students also practice communication skills. They don’t only learn writing, but also how to express and defend their ideas.”*

3) Documentation Data

Group worksheets and brainstorming charts collected from students showed evidence of collaborative effort. For example, some groups listed vocabulary together, created sentence outlines, and assigned writing tasks among members.

c. Stage 3: Presentation and Feedback

1) Observation Data

After completing their group tasks, each group presented their writing to the class. Presentations were done orally, with one or two representatives reading the text while others explained vocabulary or grammar choices. Peers were encouraged to give feedback, while the teacher provided additional corrections and reinforcement. Observations noted that students paid attention and asked questions during presentations, showing engagement with peer work.

2) Interview Data

- a. Teacher 1 (First Interview): *“Presentation is important because students not only write but also share their work. This motivates them to do better since they know others will see their writing.”*

- b. Teacher 2 (First Interview): *“Peer feedback is very useful. Sometimes students learn better when corrections come from their classmates rather than the teacher.”*
- c. Teacher 1 (Second Interview): *“Through presentation, students build confidence. They learn to take ownership of their writing and be proud of their group’s work.”*
- d. Teacher 2 (Second Interview): *“I see presentations as a chance for students to practice speaking and listening skills alongside writing. It makes the activity more integrated.”*

3) Documentation Data

Teacher’s feedback notes and student presentation materials (such as slides or written drafts) provided evidence of this stage. Some groups’ drafts were collected with peer and teacher comments written on them.

The implementation of Cooperative Learning Strategy at MAN Palopo revealed several important findings. First, group formation and role assignment ensured that all students actively participated in the writing process. Observation data confirmed that carefully assigned roles prevented passivity, while interview data from teachers emphasized that mixed-ability grouping encouraged peer tutoring. Documentation in the form of lesson plans and group seating charts supported the teachers’ systematic planning.

Second, collaborative writing and discussion proved to be the most dynamic stage. Observation data showed that students engaged in meaningful discussions, negotiating language use and structure. Teachers’ interviews

highlighted that this process fostered critical thinking, peer support, and reduced writing anxiety. Documentation such as group worksheets and brainstorming notes demonstrated students' active involvement in constructing texts collectively.

Third, the presentation and feedback stage enhanced students' accountability and confidence. Presenting their work to peers motivated groups to produce higher-quality writing. Teachers emphasized that peer feedback was a powerful tool, as students often accepted corrections from their classmates more readily. Documentation of presentation drafts and teacher feedback illustrated how this stage helped refine students' writing.

Overall, the integration of observation, interview, and documentation data confirmed that Cooperative Learning Strategy was effectively implemented and contributed to students' writing development. By engaging in structured collaboration, students not only improved their writing skills but also strengthened teamwork, communication, and confidence. This aligns with the broader objectives of the curriculum, which emphasize student centered learning and active participation.

Therefore, Cooperative Learning can be concluded as an effective and practical strategy for teaching writing at MAN Palopo, as it not only supports writing skills but also nurtures broader competencies such as critical thinking, cooperation, and presentation skills.

In addition, the teacher explained that Cooperative Learning is not only used for procedure texts but can also be applied to various other genres, such as

recount, exposition, discussion, and news item. By dividing students into small groups, the teacher felt that this strategy facilitates the writing process in different materials because students can exchange ideas, discuss, and provide feedback to each other. The teacher emphasized that Cooperative Learning is flexible for all types of texts and is considered the most effective in improving students' engagement and the quality of their writing.

3. Implementation of Fast Writing Strategy

Fast Writing (sometimes referred to as Quick Write) was another strategy employed by the English teachers at MAN Palopo to encourage fluency in writing and to help students generate ideas quickly without overthinking grammar or accuracy. The strategy was observed during lessons where teachers wanted students to focus on idea development and writing flow rather than on perfection. Findings from observation, interviews, and documentation confirmed that this strategy was particularly useful in overcoming students' hesitation and fear of making mistakes in writing.

a. Stage 1: Introducing the Fast Writing Task

1) Observation Data

- Observation with Teacher 1

In the observation, Teacher 1 implemented the Fast Writing strategy by giving students a short time limit to write continuously without worrying about grammar or spelling. The teacher encouraged students to focus on generating as many ideas as possible within the given time. After the time ended, students were asked to share their drafts with peers for quick

feedback. This activity showed that students were more confident in expressing their ideas, as they were not constrained by grammatical concerns at the initial stage.

- Observation with Teacher 2

In the second observation, Teacher 2 also used the Fast Writing strategy but applied it more systematically. The teacher first provided a specific topic (e.g., daily activities or school experiences) and then gave students 10 minutes to write without stopping. Afterward, the teacher guided students to identify useful sentences from their drafts that could be developed into a longer composition. The emphasis was not only on speed but also on the transition from brainstorming into structured writing.

Teacher 1 emphasized fluency and confidence in idea generation, while Teacher 2 highlighted the connection between fast writing and the drafting process. Both practices demonstrated how Fast Writing could help students overcome writing anxiety and stimulate creativity

2) Interview Data

- Teacher 1 (First Interview): *“I tell the students that fast writing is about training their mind to keep writing. I emphasize that they should not stop even if they are unsure about grammar or vocabulary.”*
- Teacher 2 (First Interview): *“This activity reduces anxiety. Students often get stuck because they want every sentence to be perfect. Fast writing helps them just write, and later they can revise.”*

- c. Teacher 1 (Second Interview): *“At first, students resist because they are not used to writing without correction. But once they try, they realize they can actually produce more than they thought.”*
- d. Teacher 2 (Second Interview): *“I noticed that weaker students benefit most because they usually hesitate a lot. Fast writing forces them to be brave and just express their ideas.”*

3) Documentation Data

Lesson plans reviewed by the researcher included specific sections for fast writing activities, with instructions such as “Write for 10 minutes without stopping” and prompts provided to guide students.

b. Stage 2: Conducting the Fast Writing Session

1) Observation Data

The researcher noted that during the actual session, the classroom atmosphere was quiet and focused. Students wrote continuously in their notebooks, some glancing at the clock as they rushed to complete their writing within the given time. The teacher monitored the class, encouraging students to keep writing and gently reminding them not to erase or cross out mistakes.

2) Interview Data

- a. Teacher 1 (First Interview): *“I usually give a simple prompt, like describing their daily routine or a favorite place. Prompts should be familiar so students can focus on writing, not searching for ideas.”*

- b. Teacher 2 (First Interview): *“During the session, I walk around to check if anyone stops writing. If they do, I remind them to keep going. The important thing is continuity.”*
- c. Teacher 1 (Second Interview): *“I noticed that after a few sessions, students became faster at starting to write. They didn’t hesitate as much.”*
- d. Teacher 2 (Second Interview): *“Some students initially try to correct their writing, but I remind them that correction will come later. Over time, they learn to let go and just write.”*

3) Documentation Data

Collected student notebooks showed that most students wrote one to two paragraphs within the short time limit. Though grammatical errors were present, the writing displayed fluency and idea progression.

c. Stage 3: Reviewing and Reflecting on Writing

1) Observation Data

After the fast writing time ended, the teacher asked students to read their writing, either silently to themselves or aloud in pairs. Some lessons included peer sharing, where students exchanged notebooks and gave brief comments. The teacher emphasized that the main focus was on fluency and idea development, not on detailed correction.

2) Interview Data

- a. Teacher 1 (First Interview): *“I don’t do detailed correction at this stage. Instead, I ask students to underline words they want to revise later. The main purpose is to reflect and see how much they wrote.”*

- b. Teacher 2 (First Interview): *“Sometimes I let students share their writing in pairs. This motivates them because they realize that even with mistakes, they can still communicate their ideas.”*
- c. Teacher 1 (Second Interview): *“Reviewing their own writing helps students see their progress. They are surprised at how much they can write in such a short time.”*
- d. Teacher 2 (Second Interview): *“Peer feedback is useful, but I limit it to positive comments or suggestions for clarity, not heavy grammar correction. I want them to stay motivated.”*

3) Documentation Data

Collected samples of student writing included teacher comments such as “Good fluency!” or “Great effort expand ideas here.” This feedback highlighted encouragement rather than correction, consistent with the goals of fast writing.

The implementation of Fast Writing Strategy at MAN Palopo revealed significant benefits for both teachers and students. From observation data, it was clear that the activity created a focused and productive environment where students wrote more freely and generated a higher volume of text than in traditional writing tasks. Students gradually overcame hesitation and showed greater confidence in initiating writing tasks.

From the interview data, teachers highlighted that fast writing helped reduce writing anxiety, encouraged fluency, and allowed students to practice expressing ideas quickly. Both teachers agreed that while grammatical accuracy remained an

issue, the main achievement was that students became more willing to write. Interviews also showed that weaker students particularly benefited from this approach, as they were encouraged to write without fear of making mistakes.

From the documentation data, evidence from lesson plans, student notebooks, and teacher feedback confirmed that fast writing was consistently applied. The documents revealed that although errors were present, students demonstrated idea progression and fluency, which are essential building blocks for later revision and improvement.

Overall, the triangulation of observation, interviews, and documentation demonstrated that Fast Writing was an effective strategy for building students' confidence and fluency in writing. While it did not prioritize grammar correction, it laid a strong foundation for further improvement by helping students generate ideas quickly and develop a habit of continuous writing. Therefore, the Fast Writing Strategy can be concluded as a practical tool in the writing classroom at MAN Palopo, especially as a warm-up activity or as part of a larger writing cycle when combined with strategies such as Genre-Based Approach and Cooperative Learning.

4. RAFT Strategy Implementation

The RAFT Strategy (Role, Audience, Format, and Topic) was implemented by the English teachers at MAN Palopo to help students develop perspective, creativity, and audience awareness in their writing. This strategy encouraged students to think about who they were writing as, who they were writing for, what form the writing should take, and what topic they should address. Findings from

classroom observations, teacher interviews (conducted twice each), and documentation showed that RAFT provided a structured yet flexible approach that enhanced students' engagement and creativity in writing tasks.

a. Stage 1: Explaining the RAFT Components

1) Observation Data

- Observation with Teacher 1

In the classroom observation, Teacher 1 introduced the RAFT strategy (Role, Audience, Format, Topic) by first explaining each component with concrete examples. For instance, students were asked to take the role of a journalist, write for a school magazine as the audience, use a report format, and focus on a specific topic such as "School Environment." During the activity, students worked individually but were encouraged to share their ideas with peers. Teacher 1 emphasized creativity and relevance to the chosen audience. The observation showed that students became more aware of the importance of adjusting their writing style depending on the role and audience.

- Observation with Teacher 2

In the second observation, Teacher 2 applied the RAFT strategy by giving students a table to fill in the four elements (Role, Audience, Format, Topic) before they started writing. The teacher provided several options, for example: *Role* (teacher, student, reporter), *Audience* (classmates, community, readers of a newspaper), *Format* (letter, article, speech), and *Topic* (education, environment, daily life). After filling in the table, students

immediately wrote a short text according to their chosen RAFT. Teacher 2 guided students to make their writing more structured and realistic, ensuring that the text matched the assigned role and audience.

Teacher 1 emphasized creativity and adaptation to audience, while Teacher 2 focused on systematic use of RAFT components through structured guidance. Both practices showed that RAFT strategy helped students to develop perspective, purpose, and variety in writing.

2) Interview Data

- a. Teacher 1 (First Interview): *“Explaining the RAFT elements is very important because students must understand that writing is not only about grammar but also about communication. They need to think about who they are and who they are writing to.”*
- b. Teacher 2 (First Interview): *“Students enjoy RAFT because it allows them to imagine. When they take a role, they become more creative. It’s different from traditional tasks that only ask them to write essays.”*
- c. Teacher 1 (Second Interview): *“At first, it takes time for them to understand each RAFT element. But once they get it, they are excited to try different roles and audiences.”*
- d. Teacher 2 (Second Interview): *“I see that RAFT increases motivation because students feel free to express themselves in a unique way.”*

3) Documentation Data

The teachers' lesson plans contained RAFT charts with several possible scenarios. These charts guided students in selecting or being assigned different combinations of Role, Audience, Format, and Topic.

b. Stage 2: Selecting RAFT Scenarios and Drafting Writing

1) Observation Data

In practice, students were given different RAFT scenarios by the teacher. Some were assigned roles such as “a teacher writing to students,” “a cat writing to its owner,” or “a tourist writing a postcard to a friend.” The researcher observed that students became lively and enthusiastic as they discussed their roles within groups before drafting their writing individually.

2) Interview Data

- a. Teacher 1 (First Interview): *“I sometimes let students choose their RAFT scenario, but other times I assign it to challenge them. Assigned roles push them out of their comfort zone.”*
- b. Teacher 2 (First Interview): *“I noticed that students laugh and enjoy when they get funny roles, but at the same time, they take the writing task more seriously because they feel it’s something new.”*
- c. Teacher 1 (Second Interview): *“When they start drafting, I remind them that the content must fit the RAFT choices. This makes them think critically about consistency in their writing.”*
- d. Teacher 2 (Second Interview): *“I usually walk around during drafting to check if their role and audience are clear. If not, I guide them with questions like: ‘Would your audience understand this?’”*

3) Documentation Data

Students' drafts collected during this stage showed a variety of formats such as letters, diary entries, and postcards. Many of the drafts reflected creativity in vocabulary use and tone, depending on the role and audience chosen.

c. Stage 3: Sharing and Reflecting on RAFT Writing

1) Observation Data

After drafting, students were asked to share their RAFT writing with peers. Some read their work aloud, while others displayed it on the board. The class reacted positively, often laughing or clapping at creative responses. The teacher highlighted strong examples of audience awareness and role consistency.

2) Interview Data

- a. Teacher 1 (First Interview): *"Sharing helps students see different perspectives. They realize that writing can be fun and flexible, not just a rigid task."*
- b. **Teacher 2 (First Interview):** "Reflection is very important in RAFT. I ask students to explain why they wrote the way they did and how their audience might respond."
- c. Teacher 1 (Second Interview): *"I noticed that students learn from each other when they share. They get inspired by their classmates' ideas."*

- d. Teacher 2 (Second Interview): *“This stage builds confidence. Even shy students enjoy reading their RAFT because they are proud of their unique perspective.”*

3) Documentation Data

Samples of student writings with teacher notes and classroom photos of group sharing sessions confirmed that this stage was implemented. Teacher feedback focused on creativity, relevance to audience, and role consistency.

The implementation of the RAFT Strategy at MAN Palopo demonstrated that the approach successfully enhanced creativity, audience awareness, and motivation in writing. From observation data, it was clear that students engaged enthusiastically with the RAFT scenarios, showing enjoyment in assuming different roles and addressing varied audiences. This engagement translated into greater willingness to write, even among students who were usually hesitant.

From the interview data, teachers emphasized that RAFT helped students think beyond grammar and focus on communication. They agreed that while students initially struggled with understanding the four RAFT components, once familiar, they embraced the strategy and became more imaginative. Teachers also highlighted that RAFT encouraged critical thinking, as students had to maintain consistency between their chosen role, audience, format, and topic.

From the documentation data, lesson plans, RAFT charts, and student drafts provided evidence of implementation. Student writings reflected creativity and originality, showing a departure from routine essay writing. Teacher comments

documented a shift in students' perspectives and increased awareness of the communicative purpose of writing.

Overall, the triangulation of data sources indicated that RAFT was an effective strategy for developing writing skills at MAN Palopo. It not only improved students' creativity and confidence but also aligned with the principles of student centered learning by allowing them to explore different roles and perspectives. Therefore, RAFT can be considered a valuable strategy in teaching writing, as it fosters both engagement and communicative competence in English classrooms.

5. Implementation of Journalistic Question Strategy

The Journalistic Questions Strategy (using the *5W+1H*: *Who, What, Where, When, Why, and How*) was implemented by the English teachers at MAN Palopo to help students develop ideas systematically and organize their writing more effectively. This strategy encouraged students to think critically by answering guiding questions before writing. Findings from observations, interviews with two teachers (conducted twice each), and documentation confirmed that this strategy was particularly effective in supporting idea generation and logical text organization.

a. Stage 1: Introducing the 5W+1H Framework

1) Observation Data

- Observation with Teacher 1

In the classroom observation, Teacher 1 applied the Journalistic Questions strategy by introducing the six guiding questions: What,

Who, When, Where, Why, and How (5W + 1H). The teacher provided a sample topic, such as “School Anniversary Event,” and asked students to brainstorm answers to each question. After completing the list, students were instructed to use the answers as the basis for constructing a paragraph. This approach encouraged students to gather detailed information before writing, making their texts richer in content. Teacher 1 focused on helping students organize their ideas logically through the question prompts.

- Observation with Teacher 2

In the second observation, Teacher 2 also implemented the Journalistic Questions strategy but with a more interactive approach. The teacher presented a picture stimulus (e.g., a picture of a market or natural disaster) and guided students to generate 5W + 1H questions based on the image. Then, students worked in pairs to answer the questions and expand their answers into a descriptive or narrative text. This activity stimulated critical thinking and creativity, as students not only answered the questions but also connected them into coherent sentences.

Teacher 1 emphasized systematic idea organization using written 5W + 1H prompts, while Teacher 2 focused on stimulating creativity through visual media and pair work. Both practices showed that Journalistic Questions strategy effectively helped students generate ideas and structure their writing.

2) Interview Data

- a. Teacher 1 (First Interview): *"I always start by introducing the questions clearly. Students often don't know where to begin when asked to write. With 5W+1H, they already have a starting point."*
- b. Teacher 2 (First Interview): *"Students need structure. By asking questions first, they are guided step by step to develop content."*
- c. Teacher 1 (Second Interview): *"Sometimes I provide an example text and show how each sentence answers one of the 5W+1H questions."*
- d. Teacher 2 (Second Interview): *"The questions are simple but powerful. They push students to think and give them direction for their writing."*

3) Documentation Data

Lesson plans included a section on "pre-writing" activities with journalistic questions. Teacher-prepared worksheets contained columns labeled Who, What, Where, When, Why, and How for students to fill in before writing.

b. Stage 2: Applying Questions to Generate Ideas

1) Observation Data

The researcher observed students working individually and in groups to answer the 5W+1H questions based on given topics. For example, when asked to write about "My Holiday," students answered questions such as "Who went with me?" and "What activities did I do?" Teachers moved around the classroom, checking students' answers and prompting them to expand when answers were too short.

2) Interview Data

- a. Teacher 1 (First Interview): *“The application stage is important. Students use the questions to brainstorm ideas before they start writing. It makes the actual writing process easier.”*
- b. Teacher 2 (First Interview): *“I ask them to give complete answers, not just one word. For example, not only ‘Where: beach,’ but ‘I went to the beach with my family in Makassar.’ This trains them to build sentences.”*
- c. Teacher 1 (Second Interview): *“This stage also helps weaker students. Even if they cannot write a full text, at least they can answer the questions, which is already progress.”*
- d. Teacher 2 (Second Interview): *“Sometimes I let students work in pairs to answer the questions together. Collaboration makes them feel more confident.”*

3) Documentation Data

Students’ worksheets collected at this stage contained answers to the journalistic questions. Many included expanded sentences that later served as the basis for their drafts.

c. Stage 3: Developing a Complete Text

1) Observation Data

After filling in their answers, students began to write a full paragraph or essay based on the information generated from the questions. Observations showed that most students referred back to their worksheets

as they developed their texts, ensuring that they covered all six aspects. The teacher guided students to connect their answers logically into coherent writing.

2) Interview Data

- a. Teacher 1 (First Interview): *“When students already have their answers, turning them into a paragraph is easier. The questions serve as an outline.”*
- b. Teacher 2 (First Interview): *“I tell them: if you can answer the 5W+1H, you already have enough material for a text. You just need to connect it into sentences.”*
- c. Teacher 1 (Second Interview): *“The results are more organized. Students don’t just write randomly, but they follow a logical flow.”*
- d. Teacher 2 (Second Interview): *“I noticed that students’ writing is clearer and more detailed after using journalistic questions compared to when they write without guidance.”*

3) Documentation Data

Students’ final drafts collected during this stage demonstrated clearer organization. Many writings followed a logical sequence and included more details, showing the influence of the journalistic questions. Teacher annotations praised improvements in clarity and completeness.

The implementation of the Journalistic Questions Strategy at MAN Palopo was shown to be highly effective in guiding students through the writing process. From observation data, it was evident that students were more focused and

systematic when generating ideas through the 5W+1H framework. They were less confused about how to begin writing and produced more complete content.

From the interview data, teachers emphasized that journalistic questions provided a simple yet powerful structure that helped students overcome difficulties in idea generation. Teachers also observed that weaker students particularly benefited because they could at least provide basic answers, which later developed into fuller texts. Teachers consistently highlighted that this strategy not only supported content development but also improved clarity and logical flow in student writing.

From the documentation data, lesson plans, worksheets, and students' drafts confirmed consistent use of the strategy. The documents illustrated how journalistic questions served as scaffolding tools, supporting both brainstorming and text organization.

Taken together, the triangulation of data indicated that the Journalistic Questions Strategy effectively enhanced students' writing skills by providing a clear pre-writing framework. It reduced hesitation, improved organization, and encouraged more detailed and coherent writing. Therefore, the Journalistic Questions Strategy can be concluded as a practical and powerful tool for teaching writing at MAN Palopo, particularly in helping students structure their thoughts and develop their ideas systematically.

6. Implementation of Blooming Sentence Strategy

The Blooming Sentence Strategy was applied by the English teachers at MAN Palopo to help students expand simple sentences into more complex and

detailed ones. This strategy encouraged students to begin with a short, basic sentence and then gradually “bloom” it by adding descriptive words, phrases, and clauses. Findings from observations, teacher interviews (conducted twice each), and documentation showed that the Blooming Sentence Strategy was effective in improving students’ sentence variety, vocabulary use, and overall fluency in writing.

a. Stage 1: Introducing the Concept of Blooming Sentences

1) Observation Data

- Observation with Teacher 1

In the classroom observation, Teacher 1 applied the Blooming Sentences strategy by starting with a simple sentence written on the board (e.g., *The cat sleeps*). The teacher then guided students to gradually expand the sentence by adding adjectives, adverbs, phrases, and clauses. Students were asked to suggest additions, such as *The black cat sleeps on the warm sofa quietly at night*. Through this activity, students learned how to enrich their sentences step by step, making their writing more descriptive and detailed. Teacher 1 emphasized the process of developing simple ideas into complex expressions.

- Observation with Teacher 2

In the second observation, Teacher 2 also implemented the Blooming Sentences strategy but with a slightly different approach. The teacher provided each group with a short basic sentence (e.g., *The boy runs*). Each group was tasked with expanding the sentence as much as possible

within a time limit. Afterward, the groups presented their expanded sentences to the class, and the teacher gave feedback on grammar, vocabulary, and sentence structure. This group activity fostered collaboration and encouraged students to be more creative in building longer, more informative sentences.

Teacher 1 emphasized individual practice and gradual enrichment of a single sentence, while Teacher 2 focused on collaborative group work with competitive expansion. Both approaches demonstrated that Blooming Sentences strategy effectively trained students to expand their vocabulary, improve sentence variety, and enhance writing fluency.

2) Interview Data

- a. Teacher 1 (First Interview): *“Students usually write very short and simple sentences. By teaching them how to expand, they learn to add more information and make their writing richer.”*
- b. Teacher 2 (First Interview): *“This method helps them understand how to use adjectives, adverbs, and phrases naturally. It makes their sentences more colorful.”*
- c. Teacher 1 (Second Interview): *“At first, students find it difficult to think of details. But when I give prompts, like ‘Where? When? How? With whom?’ they start to add more elements.”*
- d. Teacher 2 (Second Interview): *“I see Blooming Sentences as a way to build creativity. Students enjoy seeing how their short sentences can grow longer and more interesting.”*

3) Documentation Data

The lesson plans included clear examples of Blooming Sentences, with teacher prepared exercises asking students to expand given base sentences step by step.

b. Stage 2: Practicing Sentence Expansion

1) Data

Students were given basic sentences such as *“She is reading”* or *“They play football.”* They worked individually or in groups to expand these into longer sentences by adding modifiers and details. The researcher noted that some groups competed to make the “longest and most detailed” sentence. The teacher guided students by reminding them to keep their sentences grammatically correct while adding new details.

2) Interview Data

- a. Teacher 1 (First Interview): *“I encourage students to keep expanding until they cannot add more. This makes them realize how many possibilities a sentence has.”*
- b. Teacher 2 (First Interview): *“Sometimes I make it into a game: which group can create the most detailed sentence? This motivates them.”*
- c. Teacher 1 (Second Interview): *“Blooming sentences also teach grammar indirectly. For example, when they add clauses, they learn how to use conjunctions.”*
- d. Teacher 2 (Second Interview): *“The strategy also improves vocabulary because students need new words to make their sentences longer.”*

3) Documentation Data

Students' worksheets showed examples of expansion exercises. Many began with very short sentences but developed into longer, more descriptive ones. Teacher annotations highlighted correct usage of modifiers and suggested further additions.

c. Stage 3: Applying Blooming Sentences to Paragraph Writing

1) Observation Data

After practicing expansion, students were instructed to use blooming sentences as the basis for writing short paragraphs. For example, a base sentence like *"The girl is cooking"* was expanded into a paragraph describing the girl, the food, the setting, and the time. The researcher observed that students were more confident in writing paragraphs after practicing expansion because they had more material to include.

2) Interview Data

- a. Teacher 1 (First Interview): *"The final goal is for students to use blooming sentences in their paragraph writing. It helps them create richer descriptions."*
- b. Teacher 2 (First Interview): *"Students who usually write only two or three lines can now produce longer paragraphs because they know how to add details."*
- c. Teacher 1 (Second Interview): *"I saw clear improvement. Students' paragraphs are no longer too short or too simple."*

- d. Teacher 2 (Second Interview): *“Even weaker students can write more because they start from a simple sentence and just keep adding information step by step.”*

3) Documentation Data

Collected student paragraphs showed visible improvement in length and detail compared to earlier work. Teacher comments praised students’ use of descriptive elements and encouraged them to apply blooming techniques in future writing tasks.

The implementation of the Blooming Sentence Strategy at MAN Palopo proved to be an effective method for improving students’ ability to construct longer, more detailed, and grammatically varied sentences. From observation data, it was clear that students were engaged in the process of expanding sentences, often showing enthusiasm when their sentences “bloomed” into more interesting forms. They also demonstrated increased confidence when moving from sentence-level practice to paragraph writing.

From the interview data, teachers emphasized that Blooming Sentences addressed a common problem in students’ writing: overly short and simple constructions. By teaching students to add adjectives, adverbs, phrases, and clauses, the strategy enriched their writing and indirectly improved their grammar and vocabulary. Both teachers agreed that this strategy was particularly beneficial for students with limited writing skills, as it provided them with a step-by-step scaffold for expansion.

From the documentation data, lesson plans, worksheets, and student writings confirmed systematic use of the strategy. The documents showed clear examples of base sentences being expanded into longer sentences and then into paragraphs, demonstrating consistent application of the method.

In conclusion, the triangulation of observation, interview, and documentation data indicates that the Blooming Sentence Strategy effectively enhanced students' sentence-building skills and overall writing performance. It encouraged creativity, vocabulary development, and grammatical awareness, while also helping students produce longer and more coherent paragraphs. Therefore, this strategy can be considered a valuable addition to writing instruction at MAN Palopo, particularly for supporting students who struggle to extend their ideas in writing.

7. The Most Prominent Strategies

Based on the overall findings from observation, interviews, and documentation, it can be concluded that although six teaching strategies were identified and implemented by the teachers, the Genre-Based Approach (GBA) and Cooperative Learning emerged as the most dominant strategies.

There are several reasons why these two strategies were considered the most prominent:

1. Relevance to the Curriculum

Both strategies are strongly aligned with the 2013 Curriculum (K-13) applied in MAN Palopo. The GBA directly supports the teaching of different text genres, such as descriptive, narrative, and explanatory texts, which are

emphasized in the syllabus. Cooperative Learning also reflects the curriculum's principles that encourage collaboration, communication, and active student participation in the learning process.

2. Frequency of Use in Classroom Practice

Observation data revealed that the teachers consistently used GBA when teaching writing lessons, particularly in modeling the purpose, structure, and language features of texts. Similarly, Cooperative Learning was frequently implemented as it allowed students to work in groups, exchange ideas, and produce texts collaboratively. Compared to other strategies such as Quick Write, RAFT, Journalistic Questions, or Blooming Sentences, GBA and Cooperative Learning were applied more often across different lessons.

3. Effectiveness in Student Engagement and Learning Outcomes

Teachers highlighted in the interviews that GBA helped students better understand the structure and communicative purpose of texts, making it easier for them to produce well-organized writings. On the other hand, Cooperative Learning was effective in increasing students' motivation and participation since it encouraged peer interaction and reduced writing anxiety. Documentation of lesson plans and students' works further confirmed that these two strategies consistently led to improved writing outcomes.

In summary, the prominence of GBA and Cooperative Learning was not only due to their compatibility with the curriculum but also because of their frequent use in classroom practice and their proven effectiveness in enhancing students'

writing performance. Therefore, these strategies can be regarded as the core approaches that shaped the teaching of writing at MAN Palopo.

B. Discussion

The findings of this study indicate that English teachers at MAN Palopo employ six main strategies in teaching writing: Genre-Based Approach, Cooperative Learning, Quick Write, RAFT, Journalistic Questions, and Blooming Sentences. Among these strategies, the Genre-Based Approach and Cooperative Learning emerged as the most dominant because they are considered more structured and effective in enhancing students' understanding of text forms while increasing their engagement in the writing process.

The Genre Based Approach is highly relevant to students' needs in learning writing. This strategy is implemented through three stages: modeling, joint construction, and independent construction. During the modeling stage, teachers introduce text examples and explain their structure and communicative purposes, providing students with a clear framework for text organization.¹⁰⁰ This aligns with Systemic Functional Linguistics (Halliday), which emphasizes that each genre has specific social functions and linguistic features. Students reported increased confidence when given concrete text examples, indicating that scaffolding through modeling effectively supports cognitive understanding and reduces anxiety.

The joint construction stage allows students to collaboratively analyze and compose texts under teacher guidance before writing independently. This approach reflects Vygotsky's scaffolding concept, where teacher support is gradually reduced

¹⁰⁰ Halliday, *An Introduction to Functional Grammar*, 2nd ed. (London: Arnold, 1994).

as students become more competent.¹⁰¹ This stage not only enhances structural understanding but also fosters critical and reflective thinking as students evaluate texts collaboratively. Active engagement at this stage develops students' abilities to plan, compose, and revise texts systematically.

Compared to previous research, these findings reinforce Emilia's assertion that the Genre-Based Approach improves students' academic writing skills through text structure comprehension.¹⁰² Similarly, Lia Karunia Aulia found that using models and concept maps helps students understand the writing steps.¹⁰³ This study provides a new contribution by highlighting that the implementation of the Genre-Based Approach at MAN Palopo significantly enhances students' confidence through a consistent step by step process.

Cooperative Learning also emerged as a key effective strategy. By dividing students into small groups with clear roles (leader, note taker, presenter), this strategy ensures active participation and accountability. The study showed that group discussions encourage idea exchange, collaborative error correction, and text improvement, which enhance the quality of the writing process compared to individual writing. This aligns with Johnson & Johnson's theory, which states that cooperative learning enhances positive interdependence, face-to-face interaction, and individual accountability.¹⁰⁴

¹⁰¹ Halliday, *An Introduction to Functional Grammar*, 2nd ed. (London: Arnold, 1994).

¹⁰² Emilia, *Genre-Based Approach in Teaching Writing* (Jakarta: Universitas Negeri Jakarta Press, 2010).

¹⁰³ Lia Karunia Aulia, *Enhancing Students' Writing through Models and Concept Maps* (Yogyakarta: UNY Press, 2019).

¹⁰⁴ D. W. Johnson and R. T. Johnson, *Cooperation and the Use of Cooperative Learning* (Edina, MN: Interaction Book Company, 1994).

Teacher interviews indicated that Cooperative Learning not only improves writing quality but also develops students' communication, collaboration, and confidence skills, creating a dual effect: enhancing writing skills while fostering 21st-century social and cognitive competencies. Furthermore, group work allows students with limited vocabulary to receive support from peers, while stronger students deepen their understanding by teaching others. Hence, this strategy supports writing skills and fosters peer-to-peer learning and mutual assistance.

Other strategies, such as Quick Write, RAFT, Journalistic Questions, and Blooming Sentences, contribute to fluency, creativity, and audience awareness. Quick Write helps students overcome fear of making mistakes and promotes writing fluency, aligning with Process Writing Theory (Flower & Hayes).¹⁰⁵ RAFT encourages students to consider their role, audience, format, and topic, thereby fostering awareness of communicative purpose and writing style variation. Journalistic Questions and Blooming Sentences stimulate critical questioning, idea development, and sentence enrichment, facilitating creativity and analytical thinking in writing.

Compared to previous studies, these findings expand upon Astrini, Ratminingsih, & Utami, who found that creative strategies enhance writing motivation.¹⁰⁶ This study shows concrete evidence of how Quick Write and RAFT specifically train idea fluency and audience awareness. Additionally, it supports Lia Karunia Aulia, who emphasized the importance of varied strategies to increase

¹⁰⁵ Flower, L., & Hayes, J. R., *A Cognitive Process Theory of Writing* (College Composition and Communication 32, no. 4, 1981).

¹⁰⁶ Astrini, Ratminingsih, & Utami, *Creative Strategies in Writing Instruction* (Surabaya: Universitas Negeri Surabaya Press, 2020).

student engagement,¹⁰⁷ with the added insight that creative strategies also reduce writing anxiety, making learning more inclusive and supportive of individual development.

This discussion emphasizes that effective writing instruction requires a combination of complementary strategies. Structural strategies (Genre-Based Approach) build foundational knowledge and cognitive frameworks, collaborative strategies (Cooperative Learning) develop social skills, cooperation, and critical thinking, while creative strategies (Quick Write, RAFT, Journalistic Questions, Blooming Sentences) foster flexibility, creativity, and contextual awareness. This combination allows teachers to adapt instruction to students' needs effectively.

However, external factors such as limited teaching time, significant differences in students' abilities, and restricted learning resources remain challenges. This aligns with the constructivist perspective, emphasizing that teaching strategies must be contextual and adapted to real classroom conditions. Teachers' ability to adjust strategies based on students' characteristics, class situations, and curriculum demands proves crucial for successful implementation.

Based on the study's findings, teachers are advised to systematically integrate the Genre-Based Approach by beginning with the modeling stage using real text examples, followed by joint construction in groups, and ending with independent construction to foster students' autonomy and confidence. Cooperative Learning should be optimized by assigning clear roles to each group member and

¹⁰⁷ Lia Karunia Aulia, *Enhancing Students' Writing through Models and Concept Maps* (Yogyakarta: UNY Press, 2019).

encouraging active discussions so that all students are accountable and social interaction is enhanced. Additionally, teachers can routinely implement creative strategies such as Quick Write, RAFT, Journalistic Questions, and Blooming Sentences to develop writing fluency, creativity, and audience awareness, while reducing writing anxiety. It is also essential for teachers to adjust strategies according to students' characteristics, abilities, and interests, as well as classroom conditions, and to incorporate reflective evaluation through peer and self-review to make the writing learning process more collaborative and reflective. By applying a systematic, collaborative, and creative strategy combination, writing instruction can become more adaptive, inclusive, and effective, while also supporting the development of students' 21st century skills.

Although the literature in Chapter II generally explains that each strategy is specifically suitable for certain genres (for example, Quick Write for narrative and recount, RAFT for exposition, or Blooming Sentences for descriptive text), the findings of this research indicate that teachers at MAN Palopo tend to use Genre Based Approach (GBA) and Cooperative Learning more broadly across different writing materials. This shows that in practice, teachers prioritize strategies that are more practical, systematic, and easy to adapt to multiple text types rather than limiting themselves to the theoretical association of one strategy with a single genre.

Furthermore, the teachers' preference for GBA and Cooperative Learning demonstrates that effective writing instruction does not always follow theoretical prescriptions rigidly. Instead, teachers combine their pedagogical knowledge with contextual needs in the classroom. GBA provides a clear and structured model for

all genres, while Cooperative Learning enhances collaboration and peer support in the writing process. These findings suggest that, in the actual teaching context, flexibility and practicality are more decisive than strict adherence to genre-specific strategies, thereby highlighting the importance of teacher adaptation in achieving effective writing instruction.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussions presented in Chapter IV, it can be concluded that English teachers at MAN Palopo employed a variety of strategies in teaching writing. These strategies included Genre-Based Approach, Cooperative Learning, Quick Write, RAFT, Journalistic Questions, and Blooming Sentence. Among these, the Genre-Based Approach and Cooperative Learning strategies emerged as the most dominant due to their structured procedures and alignment with the national curriculum. These strategies provided students with clear guidance, opportunities for collaboration, and consistent support throughout the writing process.

Genre-Based Approach proved to be highly effective in helping students understand text structures, linguistic features, and writing purposes. Its systematic stages building knowledge, modeling, joint construction, and independent construction guided students gradually and fostered writing competence. Cooperative Learning, on the other hand, allowed students to work collaboratively, which increased motivation, peer interaction, and confidence in constructing texts, especially for recount and grammar-based writing.

Although not used as frequently, strategies like Quick Write, RAFT, Journalistic Questions, and Blooming Sentence significantly enriched the writing instruction process. Quick Write stimulated idea generation and writing fluency, while RAFT allowed students to explore creative perspectives, emphasizing

audience and format. Journalistic Questions encouraged completeness and coherence in factual texts, and Blooming Sentence supported students in developing complex sentence structures through revision.

The study also revealed that the successful implementation of writing strategies depended on multiple factors including teacher preferences, classroom context, students' learning styles, and institutional support. Teachers who integrated strategies flexibly and purposefully achieved more active student participation and better writing outcomes. Therefore, a student centered and context-aware approach to writing instruction is essential.

B. Suggestions

1. For Teachers

- a. Teachers are encouraged to continue using and refining the Genre-Based Approach and Cooperative Learning strategies, as these have proven effective in fostering student engagement and skill development.
- b. Incorporating supplementary strategies such as Quick Write, RAFT, Journalistic Questions, and Blooming Sentence can further enhance the diversity and depth of writing instruction.
- c. Teachers should consider students' individual differences and adapt strategies accordingly to optimize learning outcomes.
- d. Participation in professional development and collaboration with peers is essential to gain new insights into writing pedagogy and strategy application.

2. For Institutions

- a. Schools should provide ongoing training and resources to support teachers in implementing varied and effective writing strategies.
 - b. Encouraging a culture of collaborative learning among teachers can enhance the sharing of best practices in writing instruction.
3. For Future Researchers
- a. Future research could explore the long-term impact of these strategies on students' writing proficiency across different grade levels.
 - b. Comparative studies involving other schools or regions would be beneficial to validate and expand upon the findings of this study.
 - c. Further investigation into digital and blended strategies for writing instruction may provide insights relevant to 21st-century learning environments.

In conclusion, a strategic and flexible approach that considers both pedagogical theory and classroom realities is key to improving students' writing abilities. The findings from MAN Palopo serve as valuable input for improving English writing instruction in similar educational settings.

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APPENDIX

Appendix 1. Observation Checklist

Name of School: MAN Palopo

Subject: English (Writing Skill)

Teacher: X

Observer: Researcher

No	Strategy	Indicator	Observation Result
1	Genre-Based Approach (GBA)	Teacher explains purpose, structure, and language features of the text. Teacher guides students through modeling, joint construction, and independent construction.	Observed frequently. Teacher used GBA especially in <i>descriptive</i> and <i>explanation</i> texts, but also mentioned applying it in other genres. Students followed steps clearly.
2	Cooperative Learning	Teacher divides students into groups, assigns writing tasks collaboratively, and facilitates peer feedback.	Observed frequently. Students worked in groups for <i>procedure</i> , <i>discussion</i> , and <i>news item</i> texts. Very effective to increase student participation and writing outcomes.
3	Quick Write	Teacher provides limited time for students to write short passages to generate ideas.	Sometimes observed. Used in <i>narrative</i> and <i>recount</i> classes to help students brainstorm ideas quickly.
4	RAFT (Role, Audience, Format, Topic)	Teacher guides students to identify role, audience, format, and topic before writing.	Sometimes observed. Applied in <i>exposition</i> text class. Helped students structure their ideas, but not used regularly.
5	Journalistic Questions (5W+1H)	Teacher encourages students to answer Who, What, When, Where, Why, and How to develop content.	Sometimes observed. Applied in <i>recount</i> and <i>news item</i> . Useful to make students' writing more detailed.
6	Blooming Sentences	Teacher guides students to expand simple sentences into more complex and detailed sentences.	Sometimes observed. Applied in <i>descriptive text</i> . Helped students enrich vocabulary and sentence structure.

Appendix 2. Interview Guidelines and Answers (Teachers)

Name of School: MAN Palopo

Subject: English (Writing Skill)

Respondent: Teacher A & Teacher B

Interviewer: Researcher

Interview Questions and Answers

1. What strategies do you usually use when teaching writing?
 - *Teacher A*: “I usually use the Genre-Based Approach because it helps students understand the steps in writing, especially descriptive and explanation texts.”
 - *Teacher B*: “I often combine Cooperative Learning with other strategies like Quick Write or 5W+1H depending on the text.”
2. Can you explain why you choose those strategies?
 - *Teacher A*: “Because GBA provides clear guidance. Students find it easier when they know the purpose, structure, and language features of a text.”
 - *Teacher B*: “Cooperative Learning makes students more active and motivated. They can share ideas, work together, and give feedback.”
3. Which strategies do you consider most effective in helping students improve their writing skills? Why?
 - *Teacher A*: “For me, GBA is the most effective because it fits with many genres and follows the curriculum.”
 - *Teacher B*: “Cooperative Learning is very effective because students learn not only from the teacher but also from their friends.”
4. Are there specific genres of text where you apply certain strategies (e.g., descriptive, narrative, exposition)?
 - *Teacher A*: “Yes, GBA I usually use for descriptive and explanation, but it can also be adapted to other genres.”
 - *Teacher B*: “I often use Cooperative Learning in procedure, discussion, and news item texts. It really works well in group tasks.”
5. What challenges do you face when applying these strategies in class?
 - *Teacher A*: “Sometimes time is limited, so not all stages of GBA can be done fully.”

- *Teacher B*: “Managing groups is sometimes difficult, especially if some students don’t participate actively.”

6. How do students respond to these strategies?

- *Teacher A*: “Most students respond positively. They say GBA makes them understand what to write step by step.”
- *Teacher B*: “Students are enthusiastic in groups. They like working with their peers and often produce better writing.”

Appendix 3. Teacher's Procedure in Teaching Writing (Observation Result)

Meeting	Genre/Material	Strategy Used	Opening	While Teaching	Evaluation (English + Bahasa Indonesia)	Closing
1	Descriptive Text	Genre-Based Approach	Teacher greeted the students, checked attendance, and introduced descriptive text.	Teacher explained purpose, structure, and features (modeling), wrote text together (joint construction), then students wrote individually (independent construction).	Students read their texts, teacher gave feedback on grammar and vocabulary <i>Siswa membacakan hasil tulisan, guru memberi umpan balik grammar dan kosa kata.</i>	Teacher summarized key points and gave homework.
2	Procedure Text	Cooperative Learning	Teacher activated prior knowledge by asking daily routines.	Students worked in groups of 4–5 to write “How to Make Fried Rice”. Teacher monitored and guided.	Groups presented their texts, teacher and peers gave comments. <i>Kelompok mempresentasikan teks, guru dan teman memberi komentar.</i>	Teacher praised students' work and closed with reflection.
3	Recount Text	Quick Write + Journalistic Questions	Teacher asked students about memorable	Students did a 5-minute Quick Write “My Holiday”. Teacher guided with	Some students read aloud, teacher corrected tenses and structures. <i>Beberapa siswa membacakan,</i>	Teacher emphasized past tense and encouraged

			past experiences.	5W+1H questions to develop recount.	<i>guru memperbaiki tenses dan struktur.</i>	journal writing.
4	Exposition Text	RAFT + Blooming Sentences	Teacher introduced the topic “The Importance of Reading”.	Students identified Role, Audience, Format, Topic (RAFT). Teacher also used Blooming Sentences to expand arguments.	Teacher collected texts and gave comments on structure and reasoning. <i>Guru mengumpulkan tulisan dan memberi komentar struktur dan alasan.</i>	Teacher highlighted the importance of strong arguments and closed with motivation.

Appendix 4. Interview Transcript (Excerpt)

No	Question	Teacher's Answer (English + Bahasa Indonesia)
1	What strategies do you usually use when teaching writing?	"I usually use the Genre-Based Approach because it helps students understand the steps in writing, especially descriptive and explanation texts." <i>"Saya biasanya menggunakan Genre-Based Approach karena membantu siswa memahami langkah-langkah dalam menulis, khususnya descriptive dan explanation text."</i>
2	Can you explain why you choose those strategies?	"Because GBA provides clear guidance. Students find it easier when they know the purpose, structure, and language features of a text." <i>"Karena GBA memberikan panduan yang jelas. Siswa lebih mudah menulis ketika mereka tahu tujuan, struktur, dan ciri kebahasaan teks."</i>
3	Which strategies do you consider most effective in helping students improve their writing skills? Why?	"For me, GBA is the most effective because it can be applied to many genres and fits the curriculum." <i>"Menurut saya, GBA adalah yang paling efektif karena bisa digunakan di banyak genre dan sesuai dengan kurikulum."</i>
4	Are there specific genres of text where you apply certain strategies?	"Yes, I usually use GBA for descriptive and explanation, but it can also be adapted to other genres. I also use Cooperative Learning in procedure, discussion, and news item texts." <i>"Ya, saya biasanya menggunakan GBA untuk descriptive dan explanation, tapi bisa juga dipakai di genre lain. Saya juga memakai Cooperative Learning pada procedure, discussion, dan news item text."</i>

5	What challenges do you face when applying these strategies in class?	“Sometimes time is limited, so not all stages of GBA can be fully implemented.” <i>“Kadang waktunya terbatas, jadi tidak semua tahapan GBA bisa dilaksanakan dengan lengkap.”</i>
6	How do students respond to these strategies?	“Most students respond positively. They say GBA makes them understand what to write step by step. In groups, they are more active and motivated.” <i>“Sebagian besar siswa merespons dengan baik. Mereka bilang GBA membuat mereka paham menulis langkah demi langkah. Saat kerja kelompok, mereka jadi lebih aktif dan termotivasi.”</i>

Appendix 5: Wawancara guru dan siswa

1. Genre-Based Approach Strategy

T.A: "Strategi ini adalah favorit saya karena sangat sistematis. Siswa lebih mudah memahami teks karena tahapannya jelas. Ini juga sesuai dengan kurikulum dan tujuan pembelajaran."

"This strategy is my favorite because it is very systematic. Students can understand texts more easily since the stages are clear. It also fits the curriculum and learning objectives."

T.B: "Saya merasa strategi ini paling efektif di kelas. Dengan model teks dan langkah-langkah yang jelas, siswa tidak kebingungan. Ini strategi yang paling sering saya gunakan."

"I think this strategy is the most effective in class. With text models and clear steps, students don't get confused. This is the strategy I use most often."

St.A: "Saya jadi lebih paham struktur teks seperti deskripsi dan eksplanasi."

"I understand the structure of texts like description and explanation better."

St.B: "Saya suka belajar menulis dengan langkah-langkah yang jelas."

"I like learning to write with clear steps."

St.C: "Saya merasa percaya diri karena sudah ada contoh dan struktur."

"I feel confident because there are examples and structures provided."

St.D: "Saya bisa menulis lebih terarah karena guru memberi tahapan."

"I can write more systematically because the teacher gives the stages."

St.E: "Contoh teks sangat membantu saya memulai menulis."

"The example texts really help me start writing."

St.F: "Saya merasa mudah menulis karena guru menjelaskan urutan penulisannya."

"Writing feels easier because the teacher explains the sequence."

St.G: "Guru memberi model teks dan membimbing kami menirunya."

"The teacher gives us text models and guides us to imitate them."

St.H: "Saya jadi tahu bagaimana menulis teks deskriptif yang benar."

"Now I know how to write a proper descriptive text."

St.I: "Guru membantu memahami bagian-bagian teks yang harus ada."

"The teacher helps me understand the parts that must be in a text."

St.J: "Saya bisa menulis lebih rapi karena tahu struktur dan bahasa yang dipakai."
"I can write more neatly because I know the structure and language to use."

2. Cooperative Learning Strategy

T.A: "Strategi ini saya pilih karena mendorong siswa saling belajar. Siswa jadi tidak takut bertanya dan lebih berani mengemukakan ide. Saya sering menggunakannya karena siswa sangat aktif saat kerja kelompok."
"I choose this strategy because it encourages students to learn from each other. They are not afraid to ask questions and are braver in expressing ideas. I often use it because students are very active during group work."

T.B: "Saya merasa strategi ini sangat efektif dalam meningkatkan partisipasi siswa. Saat diskusi kelompok, semua siswa terlihat terlibat. Saya menggunakannya hampir setiap minggu."
"I think this strategy is very effective in increasing student participation. During group discussions, all students seem involved. I use it almost every week."

St.A: "Saya lebih semangat kalau kerja kelompok."
"I feel more motivated when working in groups."

St.B: "Kalau bingung, saya bisa tanya ke teman dulu."
"If I get confused, I can ask my friends first."

St.C: "Kami saling bantu menyelesaikan tugas menulis."
"We help each other finish writing tasks."

St.D: "Belajar jadi lebih seru karena bisa bertukar ide."
"Learning becomes more fun because we can exchange ideas."

St.E: "Saya merasa tidak sendiri saat kesulitan menulis."
"I don't feel alone when I struggle with writing."

St.F: "Saya lebih percaya diri saat kerja kelompok."
"I feel more confident when working in groups."

St.G: "Diskusi membantu saya lebih paham isi teks."
"Discussion helps me understand the content of the text better."

St.H: "Kami menulis bersama dan memperbaiki tulisan secara kolaboratif."
"We write together and improve our writing collaboratively."

St.I: "Saya bisa belajar dari cara teman menulis."
"I can learn from the way my friends write."

St.J: "Belajar menulis jadi lebih ringan karena dikerjakan bersama."
"Learning to write feels easier because we do it together."

3. Quick Write Strategy

T.A: "Strategi ini saya gunakan sebagai variasi dan latihan awal, tapi tidak sesering Genre-Based atau Cooperative karena hasilnya sulit diukur."
"I use this strategy as variation and initial practice, but not as often as Genre-Based or Cooperative because the results are difficult to measure."

T.B: "Saya pakai hanya saat ingin membangkitkan ide cepat dari siswa. Namun, kurang efektif untuk menilai kemampuan menulis siswa secara formal."
"I only use it when I want to spark quick ideas from students. However, it is less effective for formally assessing students' writing ability."

St.A: "Saya bisa menulis lebih cepat karena tidak takut salah."
"I can write faster because I'm not afraid of making mistakes."

St.B: "Menulis jadi tidak menakutkan karena bebas."
"Writing doesn't feel scary because it's free."

St.C: "Saya merasa lebih santai menulis tanpa harus benar dulu."
"I feel more relaxed writing without having to be correct first."

St.D: "Saya bisa menulis tentang apa saja yang saya pikirkan."
"I can write about anything that comes to my mind."

St.E: "Menulis bebas membantu saya berani mencoba."
"Free writing helps me dare to try."

St.F: "Saya lebih lancar menulis karena tidak ada tekanan."
"I write more fluently because there is no pressure."

St.G: "Saya kurang suka karena kadang tidak tahu apa yang harus ditulis."
"I don't really like it because sometimes I don't know what to write."

St.H: "Menulis tanpa aturan kadang membuat saya bingung."
"Writing without rules sometimes makes me confused."

St.I: "Saya merasa strategi ini tidak membantu dalam penulisan formal."
"I feel this strategy doesn't really help in formal writing."

St.J: "Lebih cocok untuk latihan awal saja menurut saya."
"I think it's more suitable just for initial practice."

4. RAFT Strategy

T.A: "RAFT sangat kreatif tapi butuh persiapan yang cukup rumit. Saya pakai sesekali untuk membuat siswa berpikir kritis, bukan untuk setiap materi."

"RAFT is very creative but requires quite a complicated preparation. I use it occasionally to make students think critically, not for every material."

T.B: "Strategi ini jarang saya gunakan karena butuh waktu dan tidak semua siswa paham formatnya. Lebih cocok untuk siswa yang sudah terbiasa menulis."

"I rarely use this strategy because it takes time and not all students understand the format. It is more suitable for students who are already used to writing."

St.A: "Saya suka karena bisa menulis dari peran yang berbeda."

"I like it because I can write from different roles."

St.B: "Menulis jadi lebih menarik karena ada peran dan audiens."

"Writing becomes more interesting because there are roles and audiences."

St.C: "Saya merasa seperti penulis profesional."

"I feel like a professional writer."

St.D: "Tugas menulis jadi tidak monoton."

"Writing tasks don't feel monotonous anymore."

St.E: "Saya bingung menentukan peran dan format saat pertama kali pakai."

"I was confused about deciding the role and format the first time I used it."

St.F: "Kadang sulit menyesuaikan peran dengan topik yang diberikan."

"Sometimes it's hard to match the role with the given topic."

St.G: "Saya suka tapi hanya kalau topiknya menarik."

"I like it but only if the topic is interesting."

St.H: "Strategi ini sulit kalau tidak ada contoh dari guru."

"This strategy is difficult if there's no example from the teacher."

St.I: "Saya jadi lebih bebas berekspresi tapi tetap butuh arahan."

"I can express myself more freely but still need guidance."

St.J: "Saya kurang suka karena terlalu banyak aturan."

"I don't really like it because there are too many rules."

5. Journalistic Questions Strategy

T.A: "Strategi ini sangat membantu untuk teks informatif, tapi penggunaannya terbatas. Tidak semua jenis teks cocok untuk 5W+1H."

"This strategy is very helpful for informative texts, but its use is limited. Not all types of texts are suitable for 5W+1H."

T.B: "Saya pakai strategi ini untuk membantu siswa menyusun ide, tapi bukan strategi utama dalam mengajar menulis."

"I use this strategy to help students organize ideas, but it's not the main strategy in teaching writing."

St.A: "Pertanyaan 5W+1H membantu saya menyusun isi tulisan."

"The 5W+1H questions help me organize the content of my writing."

St.B: "Saya jadi tidak bingung mau mulai dari mana."

"I don't get confused about where to start anymore."

St.C: "Saya bisa menulis dengan lebih lengkap dan jelas."

"I can write more completely and clearly."

St.D: "Saya lebih fokus saat menulis karena tahu pertanyaannya."

"I feel more focused when writing because I know the questions."

St.E: "Saya bingung bagaimana menjawab semua pertanyaan 5W+1H sekaligus."

"I get confused about how to answer all the 5W+1H questions at once."

St.F: "Saya tidak suka menulis dengan banyak pertanyaan."

"I don't like writing with too many questions."

St.G: "Strategi ini membuat tulisan saya tidak kosong ide."

"This strategy makes my writing not run out of ideas."

St.H: "Saya terbantu saat diminta menulis observasi."

"It helps me when I'm asked to write an observation."

St.I: "Saya merasa cocok untuk menulis berita, bukan deskripsi."

"I think it's suitable for writing news, not description."

St.J: "Strategi ini terlalu formal bagi saya."

"This strategy feels too formal for me."

6. Blooming Sentence Strategy

T.A: "Strategi ini bagus untuk mengembangkan kalimat, tapi saya gunakan hanya untuk latihan kalimat, bukan menulis teks utuh."

"This strategy is good for developing sentences, but I only use it for sentence practice, not for writing full texts."

T.B: "Cocok untuk latihan grammar dan kosa kata, tapi belum tentu siswa bisa mengembangkan ide tulisan utuh dari kalimat panjang."

"It's suitable for grammar and vocabulary practice, but it doesn't always help students develop full writing ideas from long sentences."

St.A: "Saya belajar menambahkan kata dan ide ke dalam kalimat."

"I learned to add words and ideas into sentences."

St.B: "Kalimat saya jadi lebih panjang dan menarik."

"My sentences become longer and more interesting."

St.C: "Saya tidak hanya menulis kalimat pendek lagi."

"I no longer only write short sentences."

St.D: "Tulisan saya jadi lebih kaya dan jelas."

"My writing becomes richer and clearer."

St.E: "Saya merasa bingung menambahkan kata secara spontan."

"I feel confused when adding words spontaneously."

St.F: "Saya kurang suka karena harus mengembangkan dari satu kalimat."

"I don't really like it because I have to develop from just one sentence."

St.G: "Saya suka melihat kalimat saya berubah menjadi lebih bagus."

"I like seeing my sentences turn into better ones."

St.H: "Saya belajar menambahkan rincian dalam menulis."

"I learned to add more details in writing."

St.I: "Saya merasa strategi ini hanya untuk latihan kecil saja."

"I feel this strategy is only for small practice."

St.J: "Saya jadi percaya diri menulis kalimat panjang walau butuh bantuan."

"I feel more confident writing long sentences, even though I still need help."

Appendix 6: Table of Research Findings Reference

No	Strategy	Main Theme	Teacher's Response	Students' Response	Conclusion
1	Genre-Based Approach	Structured and Systematic Learning	Most frequently used strategy; helps students understand text structure; fits curriculum. (Strategi paling sering digunakan; membantu siswa memahami struktur teks; sesuai dengan kurikulum.)	Majority feel guided by text models and clear steps. (Sebagian besar merasa terbantu dengan model teks dan langkah yang jelas.)	Most effective and practical strategy; strongly favored by both teachers and students. (Strategi paling efektif dan praktis; sangat disukai guru dan siswa.)
2	Cooperative Learning	Collaboration and Active Interaction	Increases participation; encourages students to share ideas and be more confident. (Meningkatkan partisipasi; mendorong siswa berbagi ide dan lebih percaya diri.)	Students feel supported, learn from peers, and enjoy group work. (Siswa merasa didukung, bisa belajar dari teman, dan menikmati kerja kelompok.)	Second most effective after GBA; creates an active and supportive classroom atmosphere. (Strategi paling efektif kedua setelah GBA; menciptakan kelas aktif dan suportif.)
3	Quick Write	Flexible Practice and Idea Trigger	Used as warm-up/variation; not suitable for formal assessment.	Some students enjoy freedom of writing, others confused without structure.	Useful for brainstorming and practice, but not

			(Digunakan sebagai pemanasan/variasi; tidak cocok untuk penilaian formal.)	(Sebagian siswa senang menulis bebas, sebagian lain bingung tanpa struktur.)	effective as a main strategy. (Berguna untuk brainstorming dan latihan awal, tapi tidak cocok sebagai strategi utama.)
4	RAFT	Creativity and Contextual Writing	Rarely used; preparation takes time; more suited for advanced students. (Jarang digunakan; butuh waktu persiapan; lebih cocok untuk siswa tingkat lanjut.)	Some feel creative and challenged, others struggle with roles and format. (Ada yang merasa kreatif dan tertantang, ada yang kesulitan dengan peran dan format.)	Interesting but complex; not applicable to all students and contexts. (Menarik namun kompleks; tidak semua siswa dan konteks cocok.)
5	Journalistic Questions (5W+1H)	Content Development and Writing Focus	Helpful for informative texts; used occasionally. (Membantu untuk teks informatif; digunakan sesekali.)	Students find it helps structure ideas, but some feel it's too formal and confusing. (Siswa merasa terbantu menyusun ide, tetapi sebagian menganggap terlalu formal dan membingungkan.)	Good supporting strategy, but limited in flexibility across text types. (Strategi pendukung yang baik, tapi fleksibilitas terbatas pada

					jenis teks tertentu.)
6	Blooming Sentence	Sentence Expansion and Structural Variety	Useful for grammar/vocabulary; applied only at sentence level, not full text. (Bermanfaat untuk grammar/kosa kata; hanya diterapkan pada level kalimat, bukan teks utuh.)	Students learn to write richer sentences but struggle to extend into full texts. (Siswa belajar membuat kalimat lebih kompleks, tapi masih kesulitan mengembangkan ke teks panjang.)	Effective for micro writing skills, but not sufficient for full writing tasks. (Efektif untuk keterampilan menulis kecil, tetapi kurang cukup untuk tugas menulis utuh.)

Dokumentation with students and teachers







LETTER OF ACCEPTANCE

No : 013/LoA/FOSTER-JELT/VIII/2025

Date : August 15, 2025

To:
Alyesa Adelia Putri (Universitas Islam Negeri Palopo)

Rustan Santaria (Universitas Islam Negeri Palopo)

Jufriadi (Universitas Islam Negeri Palopo)

Dear Authors,

It is our pleasure to inform you that, following the peer-review process, your manuscript entitled:

“Exploring English Teachers’ Strategies for Writing Instruction at MAN Palopo: A Qualitative Study”

has been accepted for publication in FOSTER: Journal of English Language Teaching, Volume 7, Number 2 (April 2026). Your article will be available online through our OJS platform at: <https://foster.pbi-iaainpalopo.ac.id/index.php/contents/> on April 30th, 2026.

We sincerely thank you for your valuable contribution to our journal and look forward to receiving future submissions from you.

Sincerely,

Editor-in-Chief

Muhammad Iksan



Email:

pbi.ftik@iaainpalopo.ac.id
WhatsApp:
+62 852-4284

CURRICULUM VITAE



Alyesa Adelia Putri was born on August 12, 1999, in Luwu Timur. She is the second child of four siblings from the couple Perdi Linggi Allo and Becce Pammaja. She began her formal education at SDN 273 Masiku in 2005 and graduated in 2011. She continued her study at PMDS Palopo for her junior high school from 2011 to 2014. At the senior high school level, she studied at PMDS Palopo until the second year, before transferring to Madrasah Darunnajah Timampu, where she successfully completed her study in 2017.

One year after graduating from senior high school, she continued her higher education at the State Islamic Institute (IAIN) Palopo, majoring in English Education, and obtained her Bachelor's degree in 2022. In 2023, she pursued her Master's degree in English Language Education at UIN Palopo to further deepen her knowledge and expertise in the field of English language teaching.