

The Teachers' Strategies for Planning Effective English Writing Learning

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Abstract. Writing in English is an important skill for students to acquire, yet many students experience difficulties. This study aims to identify the strategies teachers use in planning English writing lessons and understand the barriers faced during planning. Using a qualitative case study approach, data was collected through observation, interviews with teachers, and document analysis. The results showed that using a scientific approach and visual aids, such as graphs, was very effective in teaching writing. However, teachers face challenges in adjusting materials to students' diverse abilities such as time constraints, and students' lack of motivation. However, teachers have to adapt the materials to students' varying ability levels, lack of enthusiasm, and time constraints. This research provides important information for educators to help them create and implement more successful writing classes and motivate students to take an active role in their education. As a result, it is expected that students can improve their writing ability.

Keywords: English Writing, Lesson Planning, Teaching Strategies

1. INTRODUCTION

The ability to write in English is one of the important skills that students are expected to master, especially in this modern era. Writing in English involves not only grammar and vocabulary, but also the ability to convey ideas clearly. Hopefully, through proper lesson planning, teachers can help students become more confident and skilful in writing English. However, in reality, many students still experience difficulties in writing, due to problems in organising ideas, choosing appropriate vocabulary, or constructing sentences correctly (Putri et al, 2022; Safitri & Alisha, 2019). This poses a challenge for teachers in planning engaging and effective lessons to help students improve their writing skills.

Teaching English writing is always difficult on the international arena due to diversified language and cultural backgrounds (Moses & Mohamed, 2019). Students in some countries have difficulties only because they need some time to get familiar with the structural and stylistic issues arising in English. In some countries, such as Indonesia, they are not used to writing in English because it is a foreign language. According to the report from the Ministry of Education and Culture (2021), students' writing ability in Indonesia is still lower compared to their reading or listening skills. Therefore, special efforts are needed to learn writing in the classroom.

Previous research on English language teaching in Indonesia has mostly discussed teaching methods in general, but it is still rare to discuss specifically the strategies used by teachers in planning English writing lessons (Santoso, 2019). Some studies have shown that good lesson planning can improve students' participation and the quality of their writing, but not many have explored how teachers design these plans in their daily lives (Rahman & Sari, 2020). This is the gap in research that needs to be filled in order for us to better understand how teachers plan English writing lessons effectively.

The research problems to be answered in this study are: What strategies do the teacher do in planning english writing lessons? This study aims to (1) identify the strategies teachers use in planning writing lessons, (2) understand the obstacles teachers face during the planning process. . With this research, it is hoped that teachers can be helped in developing lesson plans that support students' writing skills.

2. LITERATURE REVIEW

Teaching Strategy

In teaching writing, as a teacher we must have teaching strategy to help you reach the goals you want to achieve. According to Ayu (2016), learning is a complicated process that everyone goes through in life. It implies that the English teacher should employ a writing strategy when teaching writing since it will make the writing process easier for the students to follow and comprehend if the strategy grabs their attention. During the writing instruction process, the instructor makes use of charts. One of these involves the teacher using charts to illustrate the stages for composing a recount text so that students may comprehend it. Additionally, the teacher use a variety of tactics, such as mixing words to make it easier for students to create recount texts.

For this reason, teaching strategies are methods by which the instructor imparts knowledge through experiences that help students better comprehend the lessons. Students must engage in genuine interactions in order to develop communication competence. The goals of teaching strategies are to foster a productive and positive learning environment, involve students in worthwhile educational activities, and support their personal development. Therefore, a strategic approach that takes into account students' requirements, skills, and learning preferences is necessary for effective writing activities (Crawford et al., 2005; Marzano et al., 2001; Tomlinson, 2014).

Writing, expressing ideas, and structuring sentences and paragraphs are all crucial components of teaching strategies. Istiqomah (2019: 13) defines teaching strategy as the educational approach utilized in the teaching-learning process as a planning technique or as the activities that teachers construct to accomplish the purpose or goals of the material presented. A strategy is a plan that includes ordered activities to accomplish particular learning goals. The method of instruction that teachers employ during the learning process is called a teaching strategy. Kozma (as cited in Senjaya, 2007) asserts that teaching techniques can be seen as being selected in a way that can help students reach specific learning objectives by offering resources or support.

Writing skills should employ teacher strategies that help students improve their writing abilities, increase motivation and engagement, and create a supportive writing environment. Teachers use teaching strategies to deliver course content that maintains student interest and gives them the chance to practice a variety of skill sets. Oxford (2017) states that there are two main categories of teaching strategies: direct strategies and indirect strategies. Memory, cognition, and compensation methods are examples of direct strategies. Conversely, metacognitive, affective, and social strategies are examples of indirect strategies. Therefore, depending on the grade level, the number of students, the content of the unit, and the resources available in the classroom, teachers should be able to discover a teacher.

While according to Aswan et al. (2010:9), a teaching strategy is a lecturer's approach for the teaching and learning process to accomplish a predetermined goal. To put it another way, teaching strategies are methods for instructing pupils. The teacher must employ a strategy that strikes a balance between their method and how they apply the subject and their approach. According to Olweus (2003:12–17), teachers can employ strategies including having serious conversations with the students involved, offering assistance to the parents, and facilitating discussion groups among the parents of the students engaged in order to stop undesirable conduct at the individual level. Thus, employing successful strategies can keep students engaged and enjoying the learning process until they are able to write well.

Planning English Writing

Planning in writing refers to the process of thinking and making plans before starting to write. This process involves organizing ideas, determining the purpose of the writing, and deciding how the structure and content of the writing will be developed. The theory of planning comes from research showing that more experienced writers spend more time in the planning stage, which makes their writing more organized and clearer (Hayes & Flower, 1980).

According to the writing process model developed by Hayes and Flower (1980), the writing process consists of three main stages: planning, translating, and reviewing. In the planning stage, the writer carries out the following processes:

- a. Generating Ideas: Creating and exploring ideas relevant to the topic.
- b. Organizing: Arranging a logical sequence of ideas and main points to be developed.
- c. Goal Setting: Determine the purpose or target of the writing.

This model emphasizes that planning is not a one-time step, but an iterative process that can be carried out throughout the writing process, especially when the writer faces new challenges or ideas.

Outlining is an important part of planning that can help writers organize their ideas in a structured way. In outlining, writers create a framework that includes the main points, sub-points, and arguments that support each section. This is very useful for increasing the coherence of the writing and ensuring that all relevant ideas are covered (Oshima & Hogue, 2006).

Metacognition, or awareness of one's own thinking processes, is essential to the planning stage. According to research by Graham and Harris (1997), effective writers are able to monitor and evaluate their ideas, adjust the writing strategies they use, and make conscious decisions about how to develop ideas in writing. This process makes planning more effective because writers are more critical and reflective of their ideas.

3. METHODOLOGY

This study was carried out in an English class at SMAS Budi Agung, which uses a communicative method to teaching English and has a diverse student body. This study used a qualitative case study methodology to investigate the methods teachers use to organize writing classes. A variety of techniques, such as document analysis, interviews, and observation, were used to gather primary data. In order to comprehend the teaching strategies used, the researcher watched the teacher conduct a writing lesson. Two English teachers were also interviewed in-depth to learn more about their writing lesson planning techniques and the difficulties they encountered. To further understand the instructional preparation process, lesson plans, student writing samples, and other classroom materials were also examined and implementation process. The researcher was able to find patterns and themes that arose from instructors' experiences in organizing and carrying out writing lessons by employing thematic analysis to examine the data that was gathered. Using this method, the study seeks to offer a thorough understanding of both successful teaching techniques, and the difficulties teachers encounter while instructing students in English writing.

4. RESULT AND DISCUSSION

Strategies used by teacher in Planning Writing lessons

The writing teaching strategy conducted by Rianti et. Al. (2022) provides a clear picture of effective strategies used in planning writing lessons. Through in-depth interviews with two English teachers, the researcher found some key strategies that are effective in the teaching process.

One of the most prominent strategies is the use of a scientific approach. This approach focuses on developing students' critical thinking skills, especially in the context of Higher Order Thinking Skills (HOTS). In practice, the scientific approach involves steps such as observation, questioning, reasoning, experimentation and communication. In this way, students not only learn to write, but are also taught to think analytically and critically about the information they receive. This is particularly important in learning English as a second language, where students need to be able to analyze and evaluate information effectively.

Another highly effective strategy is the use of charts. Charts serve as visual aids that present information in a concise and clear manner. In the context of teaching writing, teachers use charts to explain the key points of the material being taught, including text structure and necessary vocabulary. By using charts, students can more easily understand how to organize their ideas into a structured form of writing. It also helps summarize important information so that students can see the relationship between different elements in their writing. The teacher explains each point of the text structure in detail through the chart, so students can follow the learning flow better.

Teachers also combine several methods in teaching writing to create a more varied and interesting learning experience. Conventional methods are used to provide direct explanations to students, while question and answer methods facilitate interaction between teachers and students. Through these question and answer sessions, students can ask questions about the material being taught, thus improving their understanding. In addition, the discovery learning technique gives students the opportunity to discover information and concepts independently through exploration. The combination of these various methods not only makes learning more dynamic but also increases students' engagement in the learning process.

Before class begins, teachers design a lesson plan that includes learning objectives and steps to be taken during the teaching process. This preparation is crucial to ensure that the material is delivered clearly and effectively. After explaining the material, the teacher asks students to do an individual writing task. This task aims to evaluate students' understanding of

the material that has been taught as well as their ability to apply correct vocabulary and grammar.

So, this study provides valuable insights for teachers in planning and implementing more effective writing lessons. By implementing these strategies, it is expected that students' writing skills can improve significantly. This will not only help them in their formal education but also prepare them for challenges in the real world where written communication skills are essential. This research also shows that teachers need to continue to find new ways to present the material to keep it interesting for students as well as encourage them to actively participate in the teaching and learning process.

The obstacles faced in planning writing lessons for teachers are:

It is difficult to adjust to students' abilities because each student has different writing abilities. Some understand quickly, but there are also those who are still confused about the basics such as making simple sentences. Teachers are sometimes confused about which materials are suitable for all students to follow. For example, if students don't understand grammar, it is difficult for them to write correct paragraphs. Then another difficulty is to make the material interesting because writing can be boring for students, especially if they are only given tasks such as "make an essay of 200 words." Teachers must be creative in finding ways to keep students excited, for example by using pictures, videos, or interesting stories as practice materials. But, creating materials like this often takes a lot of time.

Also, time is limited because teachers usually have many classes to teach. Sometimes, they don't have enough time to create a complete writing lesson plan, including detailed steps such as explaining text structures, giving examples, and creating appropriate practice tasks. Or Media or Technology Limitations because not all schools have facilities such as projectors or internet access to support learning. For example, teachers want to show sample texts from the internet or videos about creative writing, but the limited tools make this plan difficult to implement.

Furthermore, students lack motivation e.g. Many students think writing is difficult or boring, especially if they have to write in English. Teachers must find ways to get them to try, such as by creating assignments related to their hobbies. For example, ask students to write a short story about their favorite character from a game or movie. And finally, the difficulty of giving feedback, after the students finish the writing task, the teacher has to check one by one to give feedback. This takes a lot of time, especially if there are many students. Without feedback, students may not know where they went wrong and how to fix it.

These obstacles are often experienced by teachers in various schools, but usually teachers try to find creative solutions so that writing learning can still run well.

5. CONCLUSION

This study demonstrates that excellent lesson preparation and suitable teaching techniques are essential for raising students' English writing proficiency. It has been demonstrated that using scientific methods and visual tools like graphs improves students' comprehension of writing structures. Teachers can overcome hurdles like students' differing skills, time limits, and lack of enthusiasm by using innovative strategies including implementing interactive learning methods and customizing instructional materials to students' interests. Teachers' constructive criticism is also crucial for assisting students in identifying and fixing their errors.

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