

Analysis of Teacher Strategies for Teaching Writing Skills on Report Text

Abdurrahman¹, Fitri Aprianti², Ikariya Sugesti³

^{1 2 3} English Language Education, Faculty of Teacher Training and Education,
Universitas Muhammadiyah Cirebon

Abstract

This study aims to find out how English language teachers use strategies in teaching writing skills and how to apply such strategies to class nine at SMPN 1 Sumber. This research uses a qualitative descriptive design. The population and sample in this study is English teachers at SMPN 1 Sumber. English teacher in this research has four meetings observed by the researcher. The instrument in this study uses classroom observations and questionnaires. The instrument is used to find out the strategies used and how English teachers apply strategies in teaching the report text. The results were analyzed and divided into three stages, including Data Reduction, Data Analysis, and Presentation Data. Based on observations conducted during four meetings, the results showed that teachers used several teaching and learning strategies in teaching the report text. The teaching and learning methods there are: Brainstorming, Developing Topic, Drafting and Revising. The learning strategies is Mind Mapping Strategy, PLEASE Strategy, Guided Writing Strategy, Creative Writing Strategy, and Collaborative Writing Strategy. This strategy can make it easier for teachers to motivate students to create report texts, facilitate teachers in the teaching and learning process, as well as the application of appropriate learning methods. Besides, the activities in reporting skills consist of opening activities, core activities, and closing activities.

Keywords: Teacher Strategies, Teaching Writing Skills, Report Text

INTRODUCTION

It is essential for teachers in an educational institution to use teaching strategies to improve their students' learning abilities and skills. According to Oktaviani *et al.*, (2022), at all levels of education in Indonesia, including primary, junior secondary, senior secondary and vocational schools, the number of competent teachers has increased. For primary schools, the increase was 94.90%, for junior secondary schools, the increase was 97.50%, for senior secondary schools, and the increase was 95.83% for vocational schools. While in the teaching and learning process, according to the Aliabadi and Weisi (2023), when using learning techniques, teachers are asked to cooperate more. This includes finding out more about efficient and effective learning strategies and the significance of appreciating the students' autonomy. The teaching strategy of teachers is a very important thing, because the teacher can develop the skills and competencies that each student possesses can be enhanced. There are four skills in teaching English: speaking, listening, reading and writing. Of the four skills, writing is a very difficult thing. Besides, a teacher should also pay attention to the student's writing skills.

According to Kim *et al.*, (2021), writing involves the use of a wide range of linguistic and cognitive skills and the organization of various processes. Indisputable, current writing skills are an important component in both English and language learning. According to Keller *et al.*, (2019), English as a Foreign Language (EFL) is essential for students to join the contemporary information world and participate in the global democratic system. It is essential to assist students in the development of their writing skills in English as a foreign language (EFL) in the class. There are various methods applied by teachers in the classroom approach to learning, which causes some students to feel afraid to write texts in English. This fear may be caused by monotonous teaching strategies, lack of information and innovation in learning methods, as well as the use of inappropriate grammar and unclear instructions. As a result, students have difficulty in learning new vocabulary and tend to be reluctant to learn English. They often find it very difficult to convey their messages, ideas or information, both

in terms of language structure and in English. This is especially evident when teachers apply English learning to students' writing skills on report text.

In teachers strategy, according to Aliabadi and Weisi (2023), each teacher is advised to be more collaborative in implementing learning strategies such as seeking more information about effective and efficient learning strategies and the importance of understanding student autonomy.

In teaching writing, there are a number of strategies that can be used, according to Astrini, Ratminingsih and, Utami (2020), there are four strategies in teaching writing for how to teach, namely: mind mapping strategy, please strategy, guided writing strategy and creative writing strategy.

In teaching writing skills on report text, based on research data that has been conducted by Rukmini (2022), the results of the study describe the following: (1) teachers are competent in implementing learning, (2) students actively participate in learning, (3) report text material is relevant to basic competencies, (4) the application of learning methods is in accordance with teaching materials and learning objectives.

Based on the above situation and based on the previous study in teacher strategy in teaching writing skills on report text, the researcher would like to know the teacher's strategy when applying English language learning in classroom, a collaborative strategy that can enhance the ability of the pupils to master vocabulary.

Based on preliminary observations through personal observation through the internship program Pengenalan Lapangan Persekolahan 2 (PLP 2) at SMPN 1 Sumber on March 20 – May 12, 2023 in Grade 9th. In this case, researcher contribute when in the classroom. However, it is not known what teachers' teaching strategy in writing skills on report text. Report text is one of the genres in English language learning that is taught in the ninth grade of school.

In line with the aforementioned problem, the theories and related research discussed above, in the objectives study, this study intends to identified the lack condition in about teacher learning strategies in teaching writing skill on report text and it is not yet known exactly what types of teaching strategies are used in classes, especially EFL classes, the scope of this study is the teacher strategies in teaching writing skills on report text and to scrutinize the strategies uses by teacher. They are conducted to answer question: (1) What are the strategies done by the teacher to teach writing skills on report text?.

Based on the objectives of the research above and the scope of research, here the author tries to explain how teacher teaching strategies in student writing skills. The results of this research also the author hopes to contribute in all field directly: Theoretically, the results of this study are expected to provide in-depth information about how teachers' strategies in teaching writing skills on report text. The researcher hope this research can be used as a reference in applying teaching strategies to other reseacher; Practically, The significance of the study will be useful for English teachers both inside and outside the school as a collaborative teaching and learning resource to learn more about the teacher's strategy in writing the report text. It will also be useful to other researcher as a reference in the learning process in the future; and Pedagogically, this research will be useful to teachers and students. It is expected to lead to the development of effective learning methods to help in developing a better curriculum and learning modules. The researcher hope that teachers can adopt strategies that have proven effective and avoid less successful ones. Then instead, this study can reveal the various challenges students face in writing reports. Thus, teachers can adjust their strategies to better support students in overcoming such difficulties.

In review of theoretical background, the researcher presents teaching and learning method and teaching writing strategies.

Teaching and Learning Method

Teaching English writing skills involves a combination of methods and techniques. The combination of methods and techniques is based on a book written by H. Douglas Brown entitled *“Teaching by Principles: An Interactive Approach to Language Pedagogy”* Lander and Brown (1995). The teaching and learning methods can be classified on the principles in designing writing techniques as follows:

a. Brainstorming

According to Lander and Brown (1995), brainstorming is a useful technique in writing because it permits you to approach a topic with an open mind. Brainstorming is one of several different ways to begin writing. Based on these, Lander and Brown (1995) suggest that brainstorming is an efficient method in the writing process, as it allows the exploration

of a topic from various points of view. Brainstorming is one approach that can be applied to start a writing activity. Brainstorming can also help develop the ability to generate creative ideas appropriately.

b. Developing Topic

Before it becomes a form of writing, it is necessary to determine or choose a topic that will be discussed. According to (Douglas 1995) developing a topic can help deepen the main idea and make it more interesting and informative by identifying the ideas. The process of topic development in writing skills is the process of expanding, deepening, and elaborating on the main idea or theme which involves adding details, arguments, and relevant information to make the writing stronger and clearer.

c. Drafting and Revising.

According to Lander and Brown (1995), the drafting and revising stages are the core of process writing. In the traditional approaches to writing instruction, students either are given timed in-class compositions to writing assignment. The first option gives no opportunity for systematic drafting, and the second assumes that if students did any drafting at all, they would simply have to learn the tricks of the trade on their own. In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction.

Teaching Writing Strategies

In teaching writing strategies, there are number of strategies that can be used. According to Astrini, Ratminingsih, and Utami (2020), there are four strategies in teaching writing for how to teach, namely: mind mapping strategy, please strategy, guided writing strategy and creative writing strategy. In teaching writing strategies, there are also collaborative strategies used by teachers when teaching in classrooms.

According to Aliabadi and Weisi (2023), each teacher is advised to be more collaborative in implementing learning strategies such as seeking more information about effective and efficient learning strategies and the importance of understanding student autonomy. It can be concluded that, in implementing learning strategies, each teacher is required to collaborate more, such as getting the latest information related to learning strategies to bring out a skill possessed by each student.

METHODS

This research aimed to find out analysis of teacher strategies in teaching writing skills on report text. Relate to purpose of the study, the writer used the case study as the design under qualitative approach.

This study involved one of English teacher who has been appointed as a teacher who has obtained the Certification of Government Officer with Employment Agreement (PPPK) of junior high school of Cirebon, West Java in the academic years of 2024/2025. The object of this study is an English teacher who teaches class 9th in junior high school, another object of the teacher strategy in teaching writing skills on the report text.

In collecting the data needed for the research, two instruments were employed; there were observations and questionnaire. Then, data sources were obtained by conducting classroom observations while the teacher was teaching, asking to fill out questionnaires, and some open-ended interview questions.

According to Creswell (2012) observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. The data in this section the writer taken using a nonparticipant observer. A nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities of the participant. The researcher will carry out observation activities four times (4X) in the classroom while the teacher is carrying out the lesson.

The questionnaires, the researcher used a questionnaire based on a book Creswell (2012) that is, one form of survey used is a questionnaire, which is created and returned to the researcher by the study participants. The researcher conduct this questionnaire survey conducted by the researchers for 1 X (one time) after the observation activity has been carried out. Participants also provided important demographic or personal information as well as choosing answers to questions. This questionnaire begins with personal information (e.g., sex, date of birth, current academic standing and ethnic background). These questionnaires start with personal information such as name, age, gender, current academic status and recent education owned by the teacher and continued with questionnaire points related to the title. And the following table is the specification for the question:

Table 1 The Specification of Question

| No. | Question | Strategy | Indicator |
|-----|----------|--------------------------------|--|
| 1 | 1 - 8 | Mind Mapping Strategy | The teacher is able to provide explanations and implement strategies related to mind mapping. |
| 2 | 9 - 14 | PLEASE Strategy | The teacher is able to implement and plan how to organize information and ideas that will be used to produce supporting sentences. |
| 3 | 15 - 21 | Guided Writing Strategy | The teacher is able to provide explanations and involve students in forming and guiding them in small group. |
| 4 | 22 - 33 | Creative Writing Strategy | The teacher is able to give and apply freedom to students to improvise simple report text. |
| 5 | 34 - 40 | Collaborative Writing Strategy | The teacher is able to develop and collaborate with students as well as segregate 21 st century learning strategies. |

There are several procedures in conducting this research. *The first*, the researcher do preliminary observations through personal observation through the intership program Pengenalan Lapangan Persekolahan 2 (PLP 2). *The second*, researchers make proposals guided by one of the relevant lecturers in accordance with the title of research on campus. *The third*, researchers conduct proposal examination hearings on campus, then researchers make revisions in accordance with the direction of supervisors and examiners. *The fourth*, the reseacher prepared the research instrument. The instruments were observation and questionnaire guide of analysis teacher strategies in writiting skills on report text. *The fifth*, ask permission from the English teacher in the school to do research. *The sixth*, Ask permission from English teachers in schools to conduct research in accordance with research instruments with the topic of analyzing teacher strategies in teaching report text writing skills. *The seventh*, conduct research on English teachers in schools when the learning process takes place in the classroom. And *Finally*, evaluate and analyze the results of all research instruments that have been made by researcher. In data analysis Technique, the writer presents of data reduction, data analysis and data presentation.

FINDING AND DISCUSSION

Finding

This following section describes the finding and discussion of the study. It shows and explains the data obtained from observations and questionnaires.

The Strategies Done by the Teacher to Teach Writing Skills on Report Text

In the findings of this study, the researcher obtained data based on observations during classroom learning and interview. The first research question was asnwered by observation in classroom was to see the teacher strategies in teaching writing skills on report text by English Teacher in Class 9J SMPN 1 Sumber. Based on the instrumental research in Chapter 3, the data in this section was taken by researchers using non-participant observers and carried out over four observations in the classroom.

Based on observations made by the researcher, the teacher have steps to prepare for learning activities, as follows:

“Before entering the learning activities in the classroom, the teacher first prepares the learning materials to be taught. These learning materials include Learning Implementation Plans (RPP), Student Worksheets (LKPD), as well as media such as presentation slides (PPT) and learning tools such as mobile phones, laptops, projectors, and other relevant sources”.

It can be concluded that, based on initial observations from Learning Implementation Plan (RPP), teacher have 4 (four) delivery of the same material but application in each meeting in the classroom is different differences in each meeting in the classroom through the Problem Based Learning model, The strategies used by the teacher in teaching writing skills can be explained as follows in the result of observations:

a. The Result of Observation

1) Brinstorming

Based on the results of observations of writing skills, brainstorming is carried out in order to encourage creativity from ideas and thoughts without obstacles or criticism, so as to bring up many ideas that are used in various contexts. Based on the results of the observation, the use of brainstorming techniques was carried out at the first meeting after explaining the definition, generic structure, communicative purpose, generic feature and example. The teacher applied brainstorming at the beginning of learning accompanied by applying and introducing the Mind Mapping and PLEASE Strategy which is asking students to write down ideas or make lists that appear related to the topic “Animal” which was done at the first meeting in this case to spark students to bring out many initial ideas even though they are still raw concepts.

After the brainstorming of each individual is complete, the teacher applies Guided Writing Strategy and collaborative writing strategy by dividing students into small groups of 3 - 4 people and then sharing the ideas they generate during brainstorming so that the ideas are more structured, then by adjusting the mind mapping strategy. Each group is asked to create a concept map or mind map of the ideas that have been discussed together. Then after each group makes a mind map the teacher gives feedback to the students' mind maps and uses the mind mapping strategy as a means to evaluate about the learning material, especially on the report text.

2) Developing Topic

Based on the results of observations applied by teachers in developing report text writing skills in students which aims to see how teachers facilitate in the process of developing topics and assist students in compiling report texts properly and accompanied by the application of mind mapping strategies. During the topic development process during the observation, the teacher used various strategies, namely the mind mapping strategy, PLEASE strategy, guided writing strategy and collaborative writing strategy.

The teacher starts the lesson by giving examples of good and relevant report texts that are easily understood by the learners in the class. At the beginning of the learning activity, the teacher gives an overview or visualization of the report text “Animal Penguins”, the teacher makes an arrangement of important elements owned by penguins using mind mapping strategies such as Habitat, Definition, Diet, and Physical appearance. In this case, students seemed to understand the logical order and how the topic was developed.

However, before the writing process begins, the teacher provides questions to students in the discussion before determining the topic to be developed, as follows:

“What animals are you going to talk about?”

By choosing topics that have been determined by the teacher on the blackboard including “Lion, Crocodile, Orca Whale, Butterfly, and Octopus”. From the topic, the teacher asked the students to form small groups of 3 - 4 participants, then the group leader was appointed to choose a topic to be developed, as the teacher stated below:

“The leader of the groups come for words and then take the number random”

After each group has obtained a topic to be developed, then students begin to discuss and divide their respective tasks, such as finding out information on its characteristics, food, and so on. Then, evaluate whether the identification list is complete and start to make short and simple sentences by providing supporting sentences based on the ideas that have been grouped by using an online dictionary by giving freedom to improvise the report text made by students.

During the application of topic development carried out by students, the teacher applies a time of about 20 minutes and provides special guidance to several groups to build during the report text writing process.

3) Drafting and Revising

In the teaching of report text writing skills carried out by the teacher, as well as the techniques used during the process are:

a) Drafting

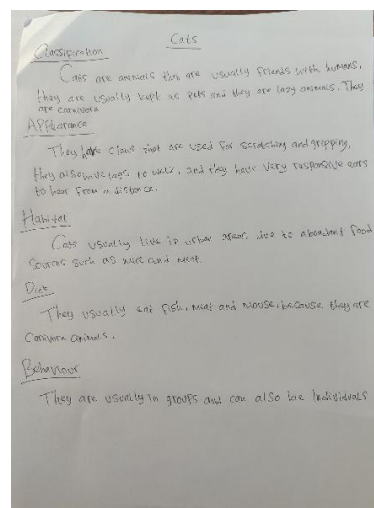
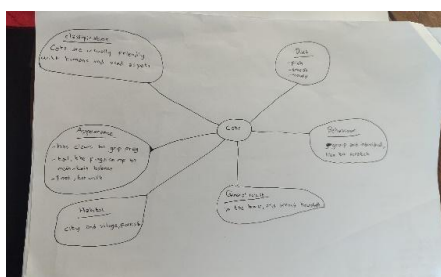
In the learning process activities of report text writing skills, the teacher applied the drafting technique on the second meeting. Based on the observation in the classroom, the teacher used several strategies such as mind mapping strategy, PLEASE strategy, guided writing strategy, and collaborative strategy.

The teacher gave clear instructions as in the first meeting such as definition, generic structure, communicative purpose, generic feature and example of animals. Based on these instructions, the teacher directs the students to create mind maps and report texts from each group that has been formed in the first meeting. In the drafting process, the teacher gives a blank paper worksheet to each group that has been formed.



Picture 1 The Teacher Give Students' Worksheet (LKPD) Blank Paper

When identifying the drafting process, teachers guide students gradually into several sessions, each session focusing on one part of the text, for example a session to write the introduction, then the next for the body. This can help students not to feel overwhelmed by having to write the whole report at one time. as the following picture 4.2 of the process of making report text and mind mapping strategy.



Picture 2 Draft of Mind Mapping and Student Report Text Script

Then during the process the teacher uses the freewriting technique as an initial exercise in the drafting process. Students are asked to write freely about the topic of the report without paying attention to grammar or structure to generate ideas, this is used so that students are more free in expressing their ideas without being hampered by formal writing rules, which will be refined later in the revision stage.

b) Revising

In the learning process activities of report text writing skills, the teacher applied the drafting technique on the third meeting. Based on the observation in the classroom, the teacher used several strategies, namely mind mapping strategy, PLEASE strategy, guided writing strategy, creative writing strategy and collaborative strategy.

After each group completed the draft made in the previous meeting, the teacher conducted a review process. In the group, members contribute to each other to solve the problem by applying the mind mapping strategy, which is poured in the form of phrases in sentences in paragraphs. Furthermore, this activity was not only carried out in one meeting, but continued on the following day to discuss the refinement or review of the Mind Map and improve the paragraphs that had been prepared. The results of the refinement process showed that students had successfully created a mind map about the animal in the form of a draft report text. They presented the mind map along with pictures and report text in one unit. After the revision, I checked the writing, including the use of capital letters, punctuation, sentence structure and other aspects. The following picture 4.3 shows the results of the revising process.



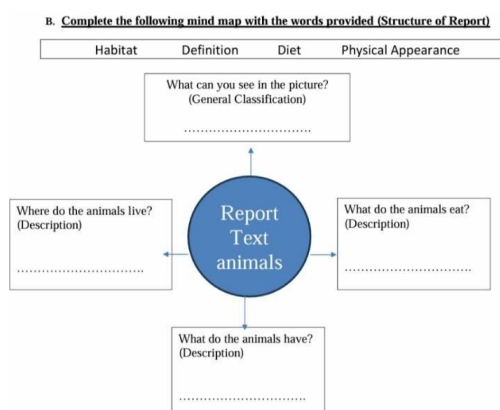
Picture 3 Presentation of Student Worksheet

b. The Result of Questionnaire

And the results of the question found the following facts to support the results of observations related to teachers' strategies in teaching writing skills in report texts used by teachers during four meetings in grade 9J SMPN 1 Sumber, The researcher found that teachers applied the Problem Based Learning model and the researcher found that teachers used several strategies to teach writing skills, there are:

1) Mind Mapping Strategy

The mind mapping strategy in this study used by teachers in class 9J SMPN 1 Sumber can be shown based on the second meeting, namely the teacher introduces the concept of mind mapping to students before students make a report text. Teachers introduce basic explanations by illustrating or visualizing mind maps that are relevant to the topic of learning and students' understanding such as identifying the characteristics that exist in the animal's body, determining the choice of identified animals, looking for the main main idea, developing writing sub-topics which are divided into four types, namely: habitat, definition, diet, and physical appearance. As stated in the photo of the student worksheet (LKPD B) made by the teacher for the students below.



Picture 4. Mind Mapping Strategy

2) PLEASE Strategy

PLEASE Strategy used in this study applied by teachers in grade 9J SMPN 1 Sumber can be shown at the second and third meetings. At the second meeting, this can be proven when the leader of the group is asked to choose one of the animals that has been listed on the board. The names of these animals include Octopus, Cat, Butterfly, Lion, and Orca Whale, after choosing a topic, each group of teachers gives an LKPD Blank Paper, in order to make a list of information possessed by the animal which will be made into a simple sentence of report text. Each member in the group evaluates the identification of the animal, plans how to organize the ideas to be used in the text of the simple report, in connection with which each member provides supporting sentences based on the items that have been identified on the LKPD Blank Paper. In the third meeting, the implementation of the PLEASE Strategy can be shown based on the results of the draft of simple report text that has been made in the previous meeting, by evaluating and re-elaborating writing errors such as capitalization, periods, commas, spelling and appearance on the student's worksheet on the blank sheet that has been made (LKPD Blank Paper).

3) Guided Writing Strategy

The writing guide strategy in this study applied by teachers in grade 9J of SMPN 1 This source can be shown based on the first, second, third and fourth meetings. From some of these meetings, it can be classified that from each meeting, the teacher provides explanations based on the material and learning objectives in writing texts, reports, and mind mapping strategies by providing difficult concepts but in language that is easy for students to understand. Then, in the strategy of writing guidance from each meeting, it can be shown based on the teacher involving students into several small groups consisting of 3-4 members, by applying about 20 minutes for small groups to solve problems on student worksheets. In the writing guide strategy as well, the teacher provides special guidance to one of the members in the small group, provides guidance to the whole group on how to apply the mind mapping strategy of the simple report text that is being worked on and also provides an opportunity for each student in some of the groups to build and develop the process of writing simple report text.

4) Creative Writing Strategy

Creative writing strategies in this study can be shown based on the second, third and fourth meetings. In the second and third meetings, teachers apply creative writing strategies by encouraging students to read books online or online dictionaries to find out new vocabulary and correct writing grammar. The teacher also displays several visualizations or illustrations related to report text writing strategies and the application of mind mapping strategies as a direction in students to find ideas for writing report text. In the second, third, and fourth meetings, teachers used the opening in how to identify a piece of writing and gave students the freedom to improvise the text of a simple report.

5) Collaborative Writing Strategy

The collaborative writing strategy in this study applied by teachers in grade 9J of SMPN 1 Sumber can be shown based on each meeting, namely the first, second, third and fourth meetings. In each meeting, the teacher develops in the learning implementation plan such as using technology media such as laptops, infocus, mobile phones, etc. In the implementation of collaborative writing strategies, teachers always carry out team-based learning activities and integrate 21st century learning. Teachers always arrange projects or assignments that require collaboration between students by forming small groups to achieve learning objectives determined based on the Lesson Implementation Plan (RPP). In the collaborative writing strategy during the four meetings, teachers use the Problem Based Learning model by building small groups to solve problems through joint discussion investigations, then by promoting or presenting the results of in-depth understanding and at the end of the evaluation and reflection at the end of learning in class together.

Discussion

After the researcher presents the data that has been collected through class observations, questionnaires, the researcher will outline the data analysis according to the findings of the research results data that answer the focus of the research.

This study has presented data on the analysis of the suitability of teacher strategies in teaching writing skills in report texts in grade 9th student curriculum 2013 at SMPN 1 Sumber. The researcher first discusses the steps in preparing for teaching in the classroom, by preparing learning materials consisting of Learning Implementation Plans (RPP), Student Worksheets (LKPD), as well as learning media such as presentation slides (PPT) and learning tools such as mobile phones, projectors, and other relevant sources. The learning model used by teachers during the four meetings was using the Problem Based Learning model. Teacher strategies in teaching report writing skills were carried out during four observations in the classroom, teachers apply methods and techniques to students' writing skills on report texts including : (1) Brainstorming, (2) Developing Topic, (3) Drafting and Revising. This is in line with the book written by (Lander and Brown, 1995). Then, the teachers used several strategies that could increase students' motivation and interest in writing skills. At the beginning of the learning activity, the teacher and the students gave and answered each other greetings and conveyed their respective news, the teacher checked the student's attendance list, the teacher gave learning motivation to all students, then the teacher carried out the warming up activity. In the core learning activities, the teacher orients students to problems with creative thinking and innovation methods, forms small groups of students to collaborate with each other in solving problems, guides during student investigations in identifying problems on the Student Worksheet (LKPD), then students present and develop their work, and teachers analyze and evaluate and teachers discuss and remind the steps in the troubleshooting process on the report text. At the end of the learning activity, the teacher conducts reflection and feedback activities, the teacher is given the opportunity to speak or ask questions about the material that has been taught today and at the end of the activity is closed by reading a prayer together. Teacher Strategy refers to the approach or plan used by a teacher to achieve learning goals, facilitate student understanding, and improve the teaching process. It involves selecting teaching methods, using resources, and adapting approaches to meet students' learning needs.

In this regard, the researchers found that teachers used several strategies that were used during four observations in the classroom. Some of these strategies are in line with Astrini, Ratminingsih and, Utami, (2020) there are four strategies in teaching writing for how to teach, namely: Mind Mapping strategy, PLEASE strategy, Guided Writing Strategy, and Creative Writing Strategy. In teaching writing strategies, there are also collaborative strategies used by teachers when teaching in the classroom. This is in line with Suparto, Amir and Wafi (2021) who stated that some teachers have used collaborative strategies in their writing classes, Students said they understood the collaborative writing approach used in writing learning, where they completed assignments in groups. This makes tasks in groups easier because they can share tasks with each other rather than doing them individually. Because individual and group responsibilities are the same.

CONCLUSIONS

Based on evidences which were provided in findings and discussions, This study describes the suitability of teachers' strategies in learning writing skills on report texts. Teachers use methods and technique writing skills based on book written by (Lander and Brown, 1995) The teaching and learning methods can be classified on the principles in designing writing technique namely: (1) Brainstorming, (2) Developing Topic, (3) Drafting and Revising. According to research from Astrini, Ratminingsih and, Utami, (2020) there are four strategies in teaching writing for how to teach, namely: Mind Mapping strategy, PLEASE strategy, Guided Writing Strategy, and Creative Writing Strategy. However, when teachers apply creative writing strategies, they apply only to students reading books sourced from *Google*, giving them the freedom to improvise simple report text and use story openings and story hints. In this regard, teachers also implement collaborative learning strategies according to Suparto, Amir and Wafi, (2021), who stated that some teachers have used a collaborative approach in writing classes, students said they understood the collaborative writing approach in learning to write and doing assignments in groups.

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