

A Retrospective Study on English Teachers' Strategies to Improve Students' Writing Skills

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Abstract.

Writing is the act of conveying thoughts, facts, knowledge, or understanding for further study or to communicate and absorb certain information. Writing can be used to express art or beauty as well as words. Everything that is put into writing, including memories, folklore, and imagination, can then be integrated into a publishable narrative. Despite the fact that teachers in Indonesia have done a lot of research on writing skills, there is currently little literature on the writing tactics teachers use to help students develop their writing skills. The purpose of this study was to learn more about the tactics teachers use when teaching students in writing, including how to evaluate student progress. Qualitative data analysis approach is used to analyze research data. Specifically, collecting data, reducing it, analyzing it, and drawing conclusions. This study uses a qualitative methodology with a survey design. Ten English teachers from Medan participated in the study as participants. The findings show that instructors make extensive use of a variety of strategies, including exercises and writing assignments. Of the two, the teacher believed that practice was the most successful in helping students improve their writing skills. Studying a lot of things around can also affect it, such as remembering vocabulary around the environment and writing it down according to the existing reading provisions.

Keywords: Retrospective,teachers strategy,improve writing skills

1. INTRODUCTION

The importance of the English language in our lives can be attributed to its role in communication. Not only at this time. English has played an important role in the past because it is called an international language, which is defined as the most widely spoken language in the world with a total use of this language of 1,3 billion users, both as a mother tongue and a second language, that is used daily by The Ethnologue. English is the primary language used to study any subject around the world, hence the name. For students, learning English is crucial since it can help them expand their horizons and improve their language abilities.

Not only as a skill. Due to the rapid development of technology, of course, deepening of knowledge and language is also needed to deepen in order to avoid gaps. The development of globalization will never stop and continues, as well as the deepening of language. To support their language skills, there are some basic skills that students must master, including speaking, listening, reading, and writing. Students should be able to grasp writing because it is one of the fundamental English skills.

Writing is a means of expressing ideas, information, knowledge, or experience, according to White (1986:10), and comprehending writing can help one learn or share certain information.

Writing is more than just writing; it's an art or beauty. Writing can include everything like memories, legends, imagination, which is then combined into a story that allows for publication. According to Eric Gould, Robert DiYanni, and William Smith (1989:18), writing is a creative act since it necessitates interpreting or making sense of something, such as an experience, a text, or an event.

Djuharie (2005: 120) Writing is a talent that can be developed and exercised. In today's era, it is not surprising that many stories or films are about fictional things such as fairies, mermaids, witches, and so on. According to Barli Bram (2002:7), writing entails attempting to construct or replicate a written message.

This is the result of the author's idea, who succeeded in developing his or her imagination, which he then poured into writing. A writing exercise recommended by McCrimmon in St. Y. Slamet (2008: 141) involves selecting topics to write about and determining how to write them so that readers can understand them easily and clearly.

The teacher acts as a subject in making lesson plans and also composing teaching programs, so that the learning process carried out can be formed effectively and efficiently. From students who are active in participating in learning, teachers must consider factors including the goals of writing instruction, designing and preparing evaluations within the scope of learning writing.

In middle school, the position of writing in English language skills is important because writing is one of the 4 branches of total learning in English. Therefore, learning English in secondary schools must also be adjusted to their respective levels.

Teachers also play an active role in sorting out what methods will be suitable for teaching writing at the secondary level.

So, from the method that has been chosen, there is a writing learning design, such as compiling a teaching program followed by the applicable curriculum.

According to Suparno and Mohamad Yunus (2008: 3.7), the goals to be achieved by a writer vary as follows.

- a. Involves the reader's intellect and logic.
- b. Inform readers about the news that is being covered.
- c. Influence readers' opinions.
- d. Assist the reader in understanding.
- e. Persuade the reader with the essay's content.

f. Make the reader happy by emulating the principles advanced, such as moral principles, religious principles, educational principles, social principles, and aesthetic principles.

From this statement, a design for writing learning will be formed, which will be poured into daily learning for students. Because of the period of growth, middle school students will be more active in giving opinions and expressing opinions, imagining, which will then be poured into writing.

Each teacher in every school must have their own strategy to develop students' writing skills. Some are easy to understand and quickly understood by students, while some are difficult for students to understand.

Therefore, there are several observations made by researchers, specifically, completing questionnaires for 10 English teachers to learn about each teacher's methods for enhancing students' skills, especially in the field of writing.

So, the 10 English teachers will be summarized and combined into a new strategy that might be applied in the future.

The questions that the researcher will arrange include preparation, practice, and evaluation. The researcher will choose this topic to realize the title of the study, namely : "A Retrospective Study On English Teachers' Strategies to Improve Students' Writing Skills."

2. METHOD

In qualitative research, information is carefully collected, and descriptive information is produced verbally or in writing. With the aid of questionnaires and documentation, the researcher will perform qualitative research methodologies.

Through the use of questionnaires, the researcher will perform the study in order to draw a qualitative conclusion. The object being studied must be under direct conditions or in its native environment for the research to be valid. The teacher's approach to teaching writing skills, the media they use to enhance writing learning, and the challenges they face are the things the researcher observes in this study. Because it requires data to be gathered as well as theoretical samples from current sources, this method is heavily focused on precise observations.

This study requires 10 English teachers with a bachelor's degree in English education, with teaching experience ranging from 3 to 10 years in primary and secondary schools, who specialize in teaching the topic of writing. The average age of the English teachers is between 22 and 55 years old, with 9 female teachers and 1 male teacher.

The researcher will select the topic to learn more about the methods the teacher uses to help her pupils become better writers. We also know the teacher's teaching strategy.

From July to September 2022, this study was conducted. In this study, the researchers used a Google form with a questionnaire.

Google Form is used by researchers because it makes it easier to obtain and collect data.

Using a research tool in the form of a Google form, researchers will send a questionnaire with 10 questions to 10 English teachers in order to collect data.

The questionnaire is broken down into four sections: 1. Respondent Identification; 2. Teacher Preparation (3 Questions); 3. Teacher's Practice (4 Questions); and 4. Teacher Evaluation (3 Questions). There will be multiple choice, essay, and linear scale questions.

The G-form was chosen by researchers because it would make data collection simpler. A helpful tool to make it simpler for users to create and gather the data they need is Google Form.

In addition to being simple and practical, data storage with this service is real-time and accessible to anyone online.

3. RESULT

The table below provides a description of the study's findings.

Question 1 :

Where are your learning indicators of teaching writing skills from?

Table 1.1

No.	The Question : Where are your learning indicators of teaching writing skills from?	Answer
1.	Teacher 1	Experience most of all
2.	Teacher 2	Syllabus
3.	Teacher 3	From the books
4.	Teacher 4	Syllabus
5.	Teacher 5	Books
6.	Teacher 6	Genre based instruction
7.	Teacher 7	School, self-taught, and internet
8.	Teacher 8	From program of teaching
9.	Teacher 9	From google (internet)
10.	Teacher 10	Film, YouTube

Table 1.2

No.	Result conclusion of the learning indicators	Percentage
1.	Education/Training/Experience	40%
2.	Textbook/Module	15%
3.	Online website/YouTube	35%
4.	English skills	10%
Total		100%

Based on the data collected above, it shows that teacher learning indicators are obtained from experience, training and education which reaches 40% of the total data, with various existing and used teaching media, such as Youtube, the Internet, and other educational websites.

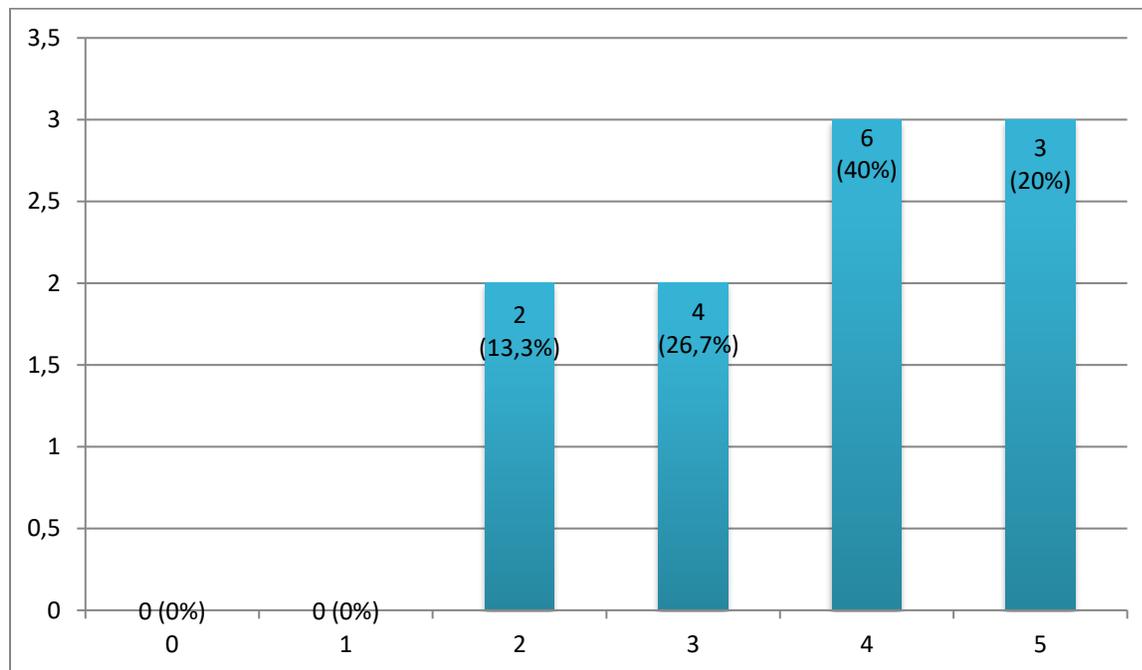
Question 2 :

How often do you prepare your learning indicators?

Table 2.1

No.	The Question : How often do you prepare your learning indicators?	Scala
		0-5
1.	Teacher 1	5
2.	Teacher 2	5
3.	Teacher 3	4
4.	Teacher 4	3
5.	Teacher 5	4
6.	Teacher 6	4
7.	Teacher 7	3
8.	Teacher 8	2
9.	Teacher 9	2
10.	Teacher 10	5

Chart 2.2



Description :

1= never 2=sometimes 3= often 4=usually 5=always

It can be seen in the diary diagram that the data shows in number 2 as much as 13.3% of the data collected that the teacher sometimes prepares learning indicators, with 26.7% of teachers who often prepare indicators, 20%, with 40% of teachers who are also active in this matter and in the data 20% of teachers most often provide learning indicators

Question 3 :

Mention 3 sources of your learning materials to improve writing skill

Table 3.1

No.	The Question : Mention 3 sources of your learning materials to improve students' writing skills	Answer
1.	Teacher 1	Books and internet(Pinterest and YouTube most of the time)
2.	Teacher 2	Textbooks,newspaper/magazines/newsletter,published articles or texts
3.	Teacher 3	Books,internet,article
4.	Teacher 4	Books,Internet
5.	Teacher 5	Books,Internet
6.	Teacher 6	Textbooks,slides,real objects
7.	Teacher 7	English book,Books,literaly works and blogs
8.	Teacher 8	Text book,internet
9.	Teacher 9	Google,Youtube,Book
10.	Teacher 10	Dictionary,book,YouTube

Table 3.2

No.	Result conclusion of learning material sources	Percentage
1.	English book	20%
2.	Dictionary	2%
3.	Text book	20%
4.	English text	10%
5.	Internet/Website	15%
6.	YouTube	16%
7.	Movie	0%
8.	TV Series	0%
9.	Magazine	5%
10.	Song	0%
11.	Pictures/Poster	0%
12.	Environment	2%
13.	Others	10%
Total		100%

Based on the table above, it can be concluded that teachers mostly use English books and Text books (20%) as their learning material sources, with the same ratio which when added together it reaches (40%). Teachers also use internet and youtube with a comparism that's almost

close to (1%),Internet/website (15%) and YouTube (16%) as their learning material sources, equipped with other tools that reach (10%).

Question 4 :

Mention 3 useful activities that students should do to improve students' writing skills

Table 4.1

No.	The Question : Mention 3 useful activities that students should do to improve students' writing skills	Answer
1.	Teacher 1	<ul style="list-style-type: none"> • Reading books • Remember all things around • To write their daily story personal
2.	Teacher 2	<ul style="list-style-type: none"> • Reading • Practice writing • Writing
3.	Teacher 3	<ul style="list-style-type: none"> • Reading books • Listening to music • Watching films
4.	Teacher 4	<ul style="list-style-type: none"> • Reading • Watching films • Daily write the personal activity
5.	Teacher 5	<ul style="list-style-type: none"> • Reading books • Watching films • Write the new vocabularies
6.	Teacher 6	<ul style="list-style-type: none"> • Memorize new vocabularies • Grammar mastery • Reading other text
7.	Teacher 7	<ul style="list-style-type: none"> • Practice • Use strategies • Revise
8.	Teacher 8	<ul style="list-style-type: none"> • Write the words • Write the sentences • Write the paragraph in correctly
9.	Teacher 9	<ul style="list-style-type: none"> • Practice • Reading • More practice
10.	Teacher 10	<ul style="list-style-type: none"> • Reading books • Listening to songs • Watching movies

Table 4.2

No.	Result conclusion of useful activities that students should do to improve students' writing skills	Percentage
1.	Doing exercise/practice	59%

2.	Watching movies	10%
3.	Listen to songs	2%
4.	Write a vocabularies	2%
5.	Memorizing new words	2%
6.	Write a paragraph	7%
7.	Read a lot (books)	10%
8.	Using a dictionary	2%
9.	Write the new vocabulary	2%
10.	Translating movie dialogue	0%
11.	Revise	2%
12.	Others	2%
Total		100%

Based on the table above, it shows that the most widely used to improve students' writing skills is to do exercises and practice, with a percentage reaching 59% of the total data collected. And watching movies and reading books are also the favorite ways to use some teachers with the same percentage and ratio of 10%. Other activities are used but only a few apply it to students, namely by writing vocabulary while remembering something around with a percentage of 2%. And other activities such as using a dictionary and writing paragraphs with 2% and 7% to improve students writing skills.

Question 5 :

Mention 3 useful activities that teachers should do to improve students' writing skills

Table 5.1

No.	The Question : Mention 3 useful activities that teachers should do to improve students' writing skills	Answer
1.	Teacher 1	<ul style="list-style-type: none"> • Reading book a lot • Watch movies without Indonesian subtitle • Writing
2.	Teacher 2	<ul style="list-style-type: none"> • Reading • Practice writing • Writing
3.	Teacher 3	<ul style="list-style-type: none"> • Give students listening exercise • Give students vocabularies • Give students stories
4.	Teacher 4	<ul style="list-style-type: none"> • Reading English books • Watching films • Watching English videos
5.	Teacher 5	<ul style="list-style-type: none"> • Reading books • Watching films

		<ul style="list-style-type: none"> • Listening to song
6.	Teacher 6	<ul style="list-style-type: none"> • Read many text • Add new vocabularies • Write freetext
7.	Teacher 7	<ul style="list-style-type: none"> • Practice • Use strategies • Revise
8.	Teacher 8	<ul style="list-style-type: none"> • Write the words • Write the sentences • Write the paragraph correctly
9.	Teacher 9	<ul style="list-style-type: none"> • Write freetext • Read many books • Sharing with another teacher
10.	Teacher 10	<ul style="list-style-type: none"> • Give students opportunities • Story Rewriting • Write the song lyrics

Table 5.2

No.	Result conclusion of useful activities that teachers should do to improve students' writing skills	Percentage
1.	Read a lot	14%
2.	Story telling	2%
3.	Writing(words/sentences/paragraph)	25%
4.	Revise	1%
5.	Story rewriting	2%
6.	Watching movies	7%
7.	Listening to music	4%
8.	Reading books	5%
9.	Doing practice/exercise/test	35%
10.	Asking question	2%
11.	Sharing with other teacher	2%
12.	Others	1%
	Total	100%

Based on the table above, the data results show that the most widely used activity by teachers to improve students' writing skills is doing exercises with a percentage of (35%) followed by increasing writing exercises both words, sentences, and paragraphs which reach 25% with other activities. such as watching movies with a score of 7%, listening to music with a score of 4% doing rewriting exercises reaching 2% and sharing discussions between teachers 1%

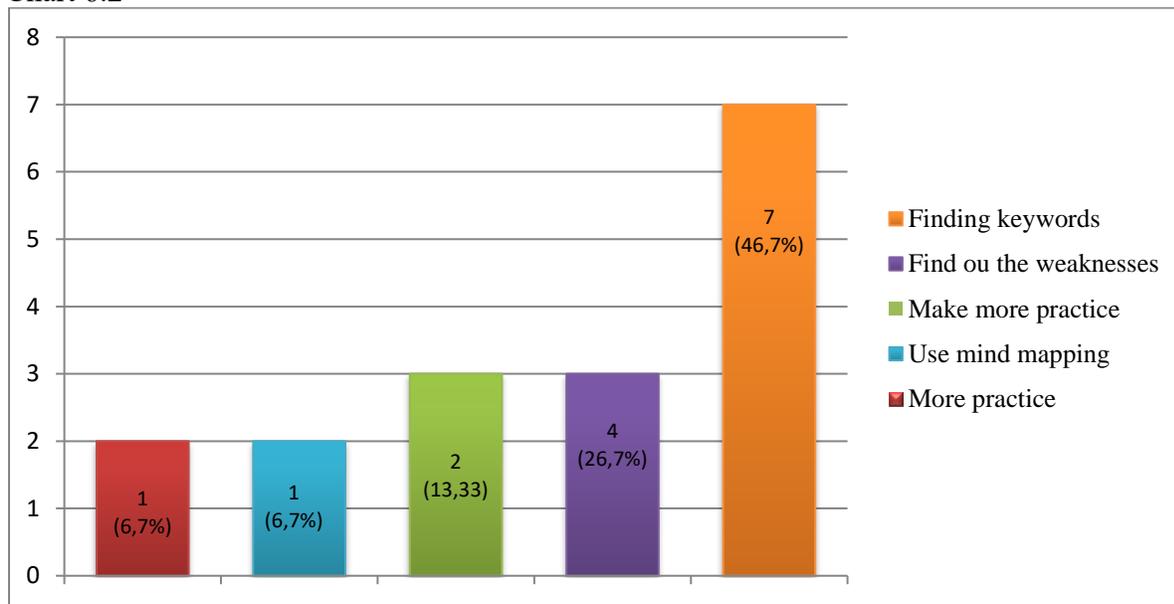
Question 6 :

What do you do to help the students having difficulties in comprehending writing skills?

Table 6.1

No.	The Question : What do you do to help the students having difficulties in comprehending writing skills?	Answer
1.	Teacher 1	Give assignment to write a short story
2.	Teacher 2	Finding out what are the weaknesses
3.	Teacher 3	Teach them to make the keyword and plot
4.	Teacher 4	Finding keywords
5.	Teacher 5	Finding keywords
6.	Teacher 6	Re explain the material,change teaching method
7.	Teacher 7	Use mind mapping as writing technique
8.	Teacher 8	Helps students by spelling
9.	Teacher 9	Make more practice
10.	Teacher 10	Often giving writing assignments

Chart 6.2



From the data above, it can be seen the percentage when students have difficulty in writing, as many as 46.7% of teachers choose a strategy of finding keywords to make it easier for their students, and as many as 26.7% of teachers will look for weaknesses from these students who then develop other learning strategies, and to the same percentage with a score of 6.7% teachers use the use mind mapping strategy and also more practice, in the intermediate data there are as many as 13.33% using the strategy of giving more practice to their students.

Question 7 :

Do you always do the strategies suggested by the expert to improve writing skills to your students? Why? Please mention 3 reasons.

Table 7.1

No.	The Question : Do you always do the strategies suggested by the expert to improve writing skills to your students? Why? Please mention 3 reasons.	Answer
1.	Teacher 1	NO Every students has their own capacity And it is affected by many conditions Such as economic status,natural abilities,interest and so on
2.	Teacher 2	NOT ALWAYS It depends on the ss preliminary writing background Sometimes,I use my writing experience to improve my ss writing skill Etc
3.	Teacher 3	YES They will write easier,will know how to build sentences and know how to finish story
4.	Teacher 4	YES Because it is useful and can be improved
5.	Teacher 5	YES Because it is useful and they will know how to build the sentences
6.	Teacher 6	SOMETIMES Because the students need new atmosphere in learning, Students are motivated if many strategies are done, Avoid Monotonous activity
7.	Teacher 7	YES Because firstly it could help students to enhance the skill. Second, students in need of some tips in writing, Last,using strategies by expert seems to be the most effective way rather than having them write their own

		understanding
8.	Teacher 8	YES By giving the selection of writing
9.	Teacher 9	YES As a basis for improving writing skills,for developing varied techniques,and as additional learning resources
10.	Teacher 10	YES Explain that writing is hard work, Give students opportunities to talk about their writing,encourage students to revise their work

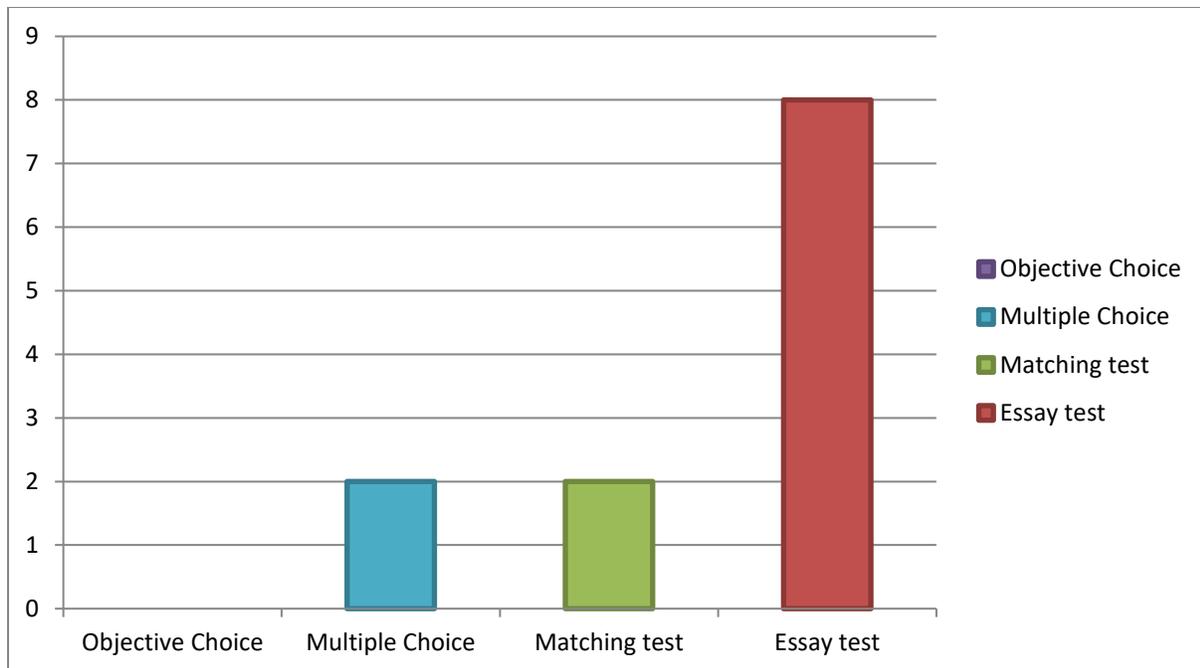
Question 8 :

Which type of tests do you usually provide to assess your students' writing skills?

Table 8.1

No.	The Question : Which type of tests do you usually provide to assess your students' writing skills?	Answer
1.	Teacher 1	Multiple choice,essay test,matching test
2.	Teacher 2	Essay test,matching test
3.	Teacher 3	Essay test
4.	Teacher 4	Essay test
5.	Teacher 5	Multiple choice,essay test,matching test
6.	Teacher 6	Essay test
7.	Teacher 7	Essay test
8.	Teacher 8	Essay test
9.	Teacher 9	Essay test
10.	Teacher 10	Essay test

Chart 8.2



From the overall data collected and constructed diagrams, the results show that about 80% or almost the average teacher chooses to make exercises or exams in the form of essay test questions with a high percentage of numbers, and 10% of teachers choose multiple choice as a practice test to be given. create and also 10% for teachers who agree to do exercises or exams with matching tests

Question 9:

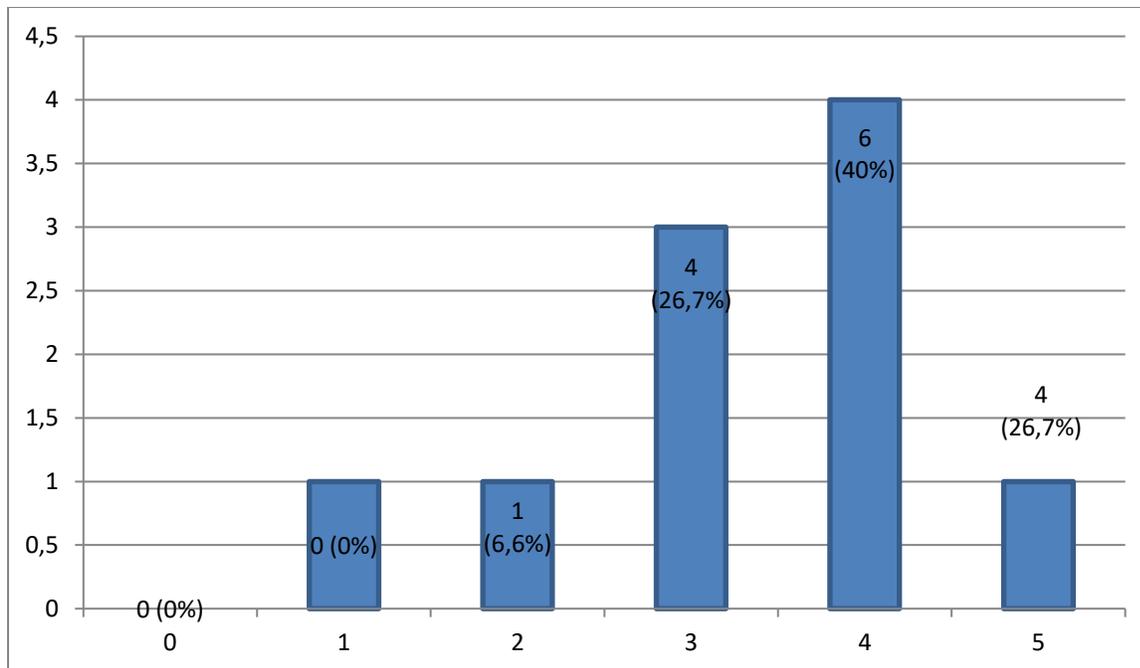
Are you satisfied with your teaching strategies that you have practice previously?

Table 9.1

No.	The Question : Are you satisfied with your teaching strategies that you have practice previously?	Scala
		0-5
1.	Teacher 1	4
2.	Teacher 2	4
3.	Teacher 3	3
4.	Teacher 4	4
5.	Teacher 5	4
6.	Teacher 6	3
7.	Teacher 7	3
8.	Teacher 8	2
9.	Teacher 9	1
10.	Teacher 10	5

Chart

9.2



Of the total data described in various diagrams, for the percentage of 40% the highest score with the question whether the strategy that the teacher used was satisfactory? for a medium score with a percentage of 26.7% of teachers who think they are not satisfied with their own teaching strategies. And for 6.6% of teachers who are not satisfied with the applied learning strategies.

Question 10 :

What are your suggestion for teachers and students to improve writing skills? Please mention 3 each.

Table 10.1

No.	The Question : What are your suggestion for teachers and students to improve writing skills? Please mention 3 each.	Answer
1.	Teacher 1	Have a many practice, writing by a book or internet and watch English movies to and make it to be habit
2.	Teacher 2	Read a lot, practice a lot, and do the writing process as many as possible
3.	Teacher 3	Read more books, watch more films and memorize more vocabularies.
4.	Teacher 4	Ask students to read more

5.	Teacher 5	Read more books,watch more films,and more practice
6.	Teacher 6	Master genre,master grammar,memorize vocabularies
7.	Teacher 7	Practice,use strategies,and revise
8.	Teacher 8	Teachers should teach students how to write by giving the structure of text
9.	Teacher 9	Make reading as a habit,more practice and do more exercise
10.	Teacher 10	Read as much as you can,keep an English dictionary,check your spelling before and after writing

4. Conclusion

According to the findings of the research we conducted, observations of teachers, and the distribution of questionnaires via Google Form, the average of the 10 teachers we studied placed more emphasis on practice strategies and writing practice, and from both of these, the teacher mentioned that it is the most effective in helping students improve their writing skills, specifically the teacher familiarizes his students with writing as a habit of the problem.

The findings of the second study with the formulation of the issue of what students should do to improve their writing abilities, which is dependent upon the teacher, what methods the teacher will employ to enhance the students' abilities. There are also most teachers who use media strategies such as watching short films and also listening to songs together, which then the teacher gives practice to the students to rewrite what they have learned, watch and what he hears. which will then be translated into writing. From the results of the student's writing, the teacher will know who is capable of writing well or who is not. When the majority of students' abilities are more or less where they should be, the teacher must switch up their teaching methods and replace them with other, equally effective ones.

According to data gathered from all the completed questionnaires, around 80% of teachers choose writing-related practice or exams that utilize the essay test method since, as we are aware, writing is more effective and efficient when utilizing the essay test approach.

This type of test is a learning ability test that requires answers that are discussion or description of words, moreover it discusses writing skills, so using the essay test technique is the best and also the most effective in deepening each student's writing ability.

From the results of the research that has been obtained entitled "A RETROSPECTIVE STUDY ON ENGLISH TEACHERS STRATEGIES TO IMPROVE STUDENT'S WRITING SKILLS" Researchers provide suggestions for readers or researchers who will come with several suggestions such as:

- 1) Students who have difficulty in writing should pay more attention to what causes this to happen, what factors are experienced, and so on, by finding the information from field practice, and other teaching and learning activities.

- 2) Researchers who will be ladies-in-waiting are expected to be able to conduct broader and more specific research according to the research subject to be studied in the future so that it will produce maximum data results as well.
- 3) For teachers, it is hoped that these findings will make it easier for each teacher to apply good teaching strategies to improve students' abilities, especially in writing.

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