

Teaching Writing Effectively: A Descriptive Qualitative Study On Strategy Implementation

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Abstract: This study aims to explore the strategies implemented by English teachers in teaching writing effectively at the secondary school level. Using a descriptive qualitative approach, data were collected through classroom observations, in-depth interviews with teachers, and documentation analysis. The findings reveal that effective writing instruction involves a combination of process-based approaches, scaffolding techniques, and the integration of peer and teacher feedback. Teachers employed strategies such as guided writing, modeling, brainstorming, and the use of graphic organizers to enhance students' writing skills. Moreover, the role of formative assessment and individualized feedback proved crucial in addressing students' difficulties and fostering improvement. Despite these efforts, challenges such as limited instructional time, varying student proficiency levels, and insufficient resources hindered optimal implementation. This study highlights the importance of strategic planning and continuous teacher development in achieving effective writing instruction. It is recommended that future research further examine the impact of these strategies on students' actual writing performance using mixed-method approaches.

Keywords: Teaching Strategies, Qualitative Study, Writing Instruction

A. Introduction

Ability write is one of the skills important in learning Language English, especially at the level education intermediate. Writing No only become means expression of ideas, feelings, and information, but also constitutes tool evaluation crucial academics. In (Sahputra, 2024) context learning Language second language learning, skills write considered as one of the the most complex abilities Because involving integration various aspect linguistics , such as grammar , vocabulary , organization of ideas, and clarity and coherence narrative (Jurianto, Salimah, & Kwary, 2021). Therefore that, success in teaching writing is very much determined by the strategies applied by the teacher in class.

However, the reality on the ground show that Lots student Still experience difficulty in develop ability write they in a way effective. Difficulty the covering lack of ideas, weakness structure paragraph, usage language that is not in accordance context,

until low motivation for writing (Nurlaila Sapitri, 2023). Meanwhile that, on the other hand, the teaching approaches and strategies used by teachers have not fully capable answer challenges said. This is reinforced by the findings various studies previously shown that teaching strategies that are not varied, dominant teacher-centered approach, as well lack of bait constructive feedback become factor reason weakness results Study write student (Situmorang, Siregar, & Ginting, 2020).

To address the aforementioned issues, teachers are required to possess adaptive pedagogical abilities in selecting and implementing effective writing instruction strategies. Various approaches such as process-based instruction, genre-based pedagogy, collaborative writing, and the integration of digital technology in the writing process have been widely introduced as efforts to enhance students' writing proficiency. However, comprehensive studies that examine how these strategies are implemented in real classroom practices, as well as how students respond to such strategies, remain limited.

A study conducted by (Liana, 2023) aimed to identify effective strategies in teaching English writing skills. Nevertheless, many previous studies have predominantly focused on the effectiveness of specific approaches through quantitative or experimental research designs. Such approaches provide clear insights into the influence of instructional strategies on students' learning outcomes, yet they do not fully capture the authentic implementation of these strategies across diverse classroom contexts, including the pedagogical challenges faced by teachers and students' perceptions toward writing instruction.

Furthermore, previous studies such as (Reza & Sibarani, 2022) were mostly conducted at the tertiary education level, while the context of secondary school remains underexplored within qualitative descriptive frameworks. In fact, at this educational stage, students begin to develop more systematic academic writing skills. Investigations that explore classroom dynamics, teacher student interaction, and adaptive instructional strategies used to overcome learning barriers are still scarce, particularly in secondary education settings in developing countries.

Another research gap lies in the lack of narrative documentation on the holistic implementation of writing instructional strategies especially those integrating contemporary approaches such as genre-based pedagogy, scaffolding, or digital-assisted writing while also considering students' social, cultural, and psychological aspects.

As a novelty, the present study aims to fill this gap through a qualitative descriptive approach that deeply explores how English teachers at the secondary school level implement writing instruction strategies in daily classroom practice. This research not only identifies the strategies used but also uncovers the pedagogical rationale behind strategy selection, students' responses to the implemented techniques, and the challenges that arise during the instructional process. Thus, the findings of this study are expected to enrich the body of knowledge in writing pedagogy and

provide practical recommendations for teachers and curriculum developers in designing more contextual, adaptive, and effective writing instruction.

B. Methods

This study employed a qualitative descriptive approach to gain an in-depth understanding of the implementation process of writing instructional strategies within the context of English language learning at the secondary school level. This approach was selected because it aligns with the research objective to describe phenomena naturally and contextually without manipulating variables, while allowing exploration of teachers' experiences, perspectives, and instructional practices in teaching writing skills (Creswell, 2020).

The research subjects consisted of English teachers and students at a state secondary school in Indonesia, selected purposively based on specific criteria: teachers who are actively teaching writing skills, possess a minimum of three years of teaching experience, and have implemented systematic writing instruction strategies. The research site was chosen based on accessibility, availability of informants, and contextual relevance to the focus of the study.

Data were collected through in-depth interviews, classroom observations, and document analysis (such as lesson plans, students' writing assignments, and teachers' reflective notes). Semi-structured interviews were used to explore teachers' teaching experiences and instructional strategies with flexibility while maintaining a guided structure. Classroom observations were carried out across several teaching sessions to capture naturalistic interaction processes and detailed implementation of strategies (Sugiyono, 2022).

The collected data were analyzed using thematic analysis as described by (Moleong, 2000), involving the following stages data familiarization, initial coding, theme identification, theme review, theme naming, and narrative reporting. To maintain data validity, triangulation of sources and methods, member checking, and audit trails were employed to ensure the reliability and credibility of the research findings.

Through this qualitative descriptive design, the study is expected to provide a comprehensive overview of various instructional strategies implemented by teachers in teaching writing skills, including the pedagogical rationale behind strategy selection, challenges during implementation, and students' responses to the strategies within real classroom learning contexts.

C. Results and Discussion

Results

The results of classroom observations conducted across several English writing sessions show that the teacher employs various instructional strategies designed to improve students' writing skills gradually and contextually. These strategies include: the use of a process-based approach, integration of model texts (modelling),

the provision of direct feedback, and the implementation of collaborative writing techniques in group tasks.

During the pre-writing stage, the teacher actively guides students to explore ideas through discussion and brainstorming activities. Students are encouraged to participate by being provided with visual stimuli and relevant guiding questions related to the writing topic. This strategy has been shown to be effective in building students' readiness before moving on to the drafting stage. Observations indicate that most students are better able to generate ideas after participating in small-group discussions.

In the drafting stage, the teacher encourages students to write freely without being overly concerned about grammatical mistakes, focusing instead on idea organization and paragraph coherence. Model texts are projected and used as instructional references to assist students in developing text structure especially for descriptive and narrative text types.

Subsequently, during the revision stage, the teacher provides both direct verbal feedback and written annotations on students' work. The feedback addresses not only grammatical and lexical aspects but also content structure and logical coherence. The observations recorded that some students independently revised their writing based on the feedback, while others required additional guidance.

In certain sessions, the teacher also applied collaborative writing strategies, where students worked in groups to jointly construct a text. This method not only enhanced motivation and peer interaction but also fostered critical thinking and argumentative skills in writing. Overall, the teacher demonstrated adaptability by selecting strategies suited to students' abilities and needs balancing teacher-centered and student-centered approaches while providing emotional support to create a positive learning environment.

However, several challenges were also identified. Some students were less engaged during discussions or had difficulty understanding text structure. Furthermore, limited instructional time during regular class periods posed constraints in providing comprehensive feedback on each student's writing. These observational findings highlight the importance of varied strategies, consistent scaffolding, and contextualized writing activities for effective and meaningful writing instruction at the secondary school level.

To strengthen the observation findings, interviews were conducted with five informants consisting of two English teachers (G1 and G2) and three students (S1, S2, and S3). Semi-structured interviews aimed to elicit deeper insights into classroom practices and perceptions related to the instructional writing strategies implemented. The following is a summary of the interview results. The first teacher explained that the strategies used in teaching writing were arranged progressively, starting from idea exploration to the revision stage. He stated:

"I always start with brainstorming so that students have ideas. If they are asked to write immediately, many of them become confused and end up copy-pasting from the Internet."

The teacher also emphasized the importance of presenting model texts before students begin writing so they can understand the expected structure. He explained that the process-based approach helps students build confidence and creativity in expressing their ideas.

The second teacher agreed that strategies such as peer feedback and group discussion are very helpful for students in generating ideas. However, he highlighted constraints related to limited classroom time:

"I want to provide feedback one by one, but with limited time and so many students, it is not easy. Sometimes, I can only focus on those who visibly struggle."

This aligns with observational findings showing that most students only receive general feedback, while only a few receive detailed corrections.

Student 1 expressed that writing becomes easier after group discussions:

"If we discuss first, I become more aware of what to write. I am usually confused about where to start, but after exchanging ideas with friends, it flows better."

This statement reinforces that pre-writing discussions help activate students' prior knowledge and clarify their thinking before writing.

Student 2 conveyed that teacher feedback greatly helps improve writing. However, the student acknowledged that not everyone receives equal attention:

"Sometimes my writing is corrected directly, but my friend only gets general comments. If possible, everyone should get detailed corrections so we know exactly where the mistakes are."

These findings indicate the need for improved time management to ensure more equitable individual feedback.

Student 3 expressed strong enthusiasm for group writing activities:

"I like writing with friends. We can help each other, and if someone is confused, we can ask directly. It feels much more enjoyable."

This aligns with observations that collaborative strategies increase student engagement and create a more dynamic learning environment.

The interview results support observational findings that the writing strategies used by the teacher include a process-based approach, the use of model texts, direct feedback, and collaborative writing. Teachers recognize the importance of following writing stages and structuring instruction progressively. However, limited time and large class size remain major constraints in providing comprehensive individualized feedback.

On the other hand, students demonstrated positive responses to discussion activities, pre-writing guidance, and group work, which made them feel more prepared and motivated to write.

Teaching writing in the English classroom is not merely about transferring ideas into written form. It is a pedagogical practice that requires a systematic, empathetic, and adaptive approach. Based on the observation and interview results, it is evident that the teacher does not rely on a single strategy; instead, learning is designed progressively, beginning with idea exploration and continuing through the revision stage. The strategies used such as the process-based approach, model text utilization, direct feedback, and collaborative writing provide students with the opportunity to experience the writing process in a holistic and meaningful way.

Discussion

The approach is based on processes implemented by proven effective teachers in building students' self-confidence. As stated by (Sari & Maulida, 2022), this approach enables students to understand that writing is a cognitive process, not merely an end product. In this research, the teacher guides students through discussion and brainstorming to stimulate ideas before writing. This activity does not only encourage student participation, but also helps them overcome the common difficulty of getting started when expressing ideas.

Introducing model texts before the writing process also plays a significant role. Students feel supported when they are provided with concrete examples of appropriate structure and language features. This supports the theory of genre-based pedagogy (Inayah, 2024), which emphasizes the importance of equipping students with textual knowledge as a reference in writing production. In practice, the teacher uses a projector to display narrative and descriptive texts as references, which then serve as guides for students in composing their own writing.

Another important aspect is the provision of immediate feedback. The teacher gives both oral corrections and written annotations selectively, adjusted to students' needs. Although still limited due to time constraints, this effort is appreciated by students. (Hanifah, Suparno, & Supriyadi, 2024) emphasize that teacher feedback is a vital element in improving writing quality, especially when delivered in a specific and constructive manner. In this context, the teacher demonstrates pedagogical care by offering additional guidance to students who struggle during revision.

Collaborative writing strategies also hold an important place in the learning process. Students reported feeling more motivated and comfortable when writing in groups. This activity not only enhances social interaction but also develops their critical thinking and ability to organize ideas collectively. (Amalia, 2025) highlights that collaborative writing strengthens linguistic and discourse competencies in students' writing because it involves meaning negotiation and continuous discussion.

However, writing instruction is not free from challenges. Teachers face limited time

to provide comprehensive feedback, and some students show low participation during discussion sessions. This reflects a reality also noted by (Rahmadani, 2021), that administrative burdens and limited instructional time often hinder optimal implementation of personalized learning. Therefore, effective classroom management strategies and more efficient time allocation are needed to ensure every student receives equal learning opportunities.

Interestingly, the findings also show that the success of teaching strategies is not only determined by methodological approaches, but also by the teacher's sensitivity to classroom dynamics. Teachers who are flexible, able to balance teacher-centered and student-centered approaches, and who create a positive emotional climate, are more likely to foster students' writing development. This confirms that effective writing pedagogy is a combination of strategy and relationship-building.

Thus, successful writing instruction is not solely the result of using the right method, but rather the synergy between the teacher's approach, contextual factors, and attention to students' learning needs. This research confirms that varied strategies, consistent application of scaffolding, and integration of social-emotional context within the writing process can create a more authentic and transformative learning experience.

D. Conclusions

This study shows that the writing instruction strategies implemented by the teacher such as a process-based approach, the use of model texts, direct feedback, and collaborative writing are effective in increasing students' participation and writing skills. These approaches help students overcome initial writing difficulties, organize ideas more systematically, and revise their writing in a more focused manner. Teachers are encouraged to continue applying varied and adaptive strategies aligned with students' needs. Incorporating pre-writing discussions, model texts, and specific feedback into regular classroom practice can comprehensively support students' writing development. However, the limited observation and interview time, as well as the small number of participants, presented constraints in capturing the classroom dynamics more broadly and deeply. Future research could involve a larger number of participants, expand to different school contexts, and explore the long-term effectiveness of writing instruction strategies to gain more comprehensive insights.

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