



# English Teachers' Strategies in Teaching Writing: an Analysis of Immersion and Regular Classes

Zulfa Sa'idah<sup>1</sup>, Husni Mubarak<sup>2</sup>

<sup>1,2</sup>Pendidikan Bahasa Inggris, Universitas Islam Nahdlatul Ulama Jepara, Indonesia  
[201320000553@unisnu.ac.id](mailto:201320000553@unisnu.ac.id)<sup>1</sup>, [husni@unisnu.ac.id](mailto:husni@unisnu.ac.id)<sup>2</sup>

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## ABSTRAK

**Abstrak:** Menulis merupakan salah satu keterampilan yang harus dikuasai siswa, namun kenyataannya siswa masih kesulitan untuk menguasainya, oleh karena itu dalam mengajar keterampilan tersebut. Guru diharapkan mampu menerapkan strategi yang tepat untuk mengatasi permasalahan tersebut. Sehingga dari permasalahan yang muncul, peneliti tertarik untuk menelitinya lebih dalam. Penelitian ini bertujuan untuk menganalisis strategi yang digunakan guru dalam pengajaran menulis di MA Hasyim Asy'ari Bangsri dan respon siswa terhadap penerapannya. Sementara itu, respon siswa menunjukkan hasil positif ketika mereka menjawab bahwa strategi guru membantu mereka menulis teks recount dengan baik. Penelitian ini menggunakan deskriptif kualitatif. Untuk mengumpulkan data, peneliti menggunakan wawancara, observasi kelas, dan kuesioner. Analisis data didasarkan pada teori Miles dan Hubbarman yang terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan. Dalam mengajar menulis, dua guru menerapkan pembelajaran project-based learning dan subconscious learning. Penerapan pembelajaran berbasis proyek adalah guru menugaskan siswa untuk melakukan wawancara langsung di lapangan dengan orang lain yang dianggap inspiratif mengenai pengalaman tak terlupakannya, kemudian menjelaskan hasilnya. Sedangkan untuk subconscious learning, guru menggunakan lagu tentang materi pembelajaran secara berulang-ulang. Kemudian siswa diminta menganalisis suatu teks bersama-sama dan kemudian diberi tugas membuat teks serupa. Berdasarkan angket yang disebar, hasil dari kedua kelas menunjukkan respon yang positif. Respon dari kelas imersi sebesar 43% sangat setuju, 47% setuju, dan 10% ragu-ragu dan dari kelas reguler sebesar 5,41% sangat setuju, 75,7% siswa setuju. 18,9% siswa ragu-ragu. Dari hasil perhitungan rata-rata, kelas imersi berada pada angka 82,6% yang berarti berada pada kategori sangat baik dan kelas reguler berada pada angka 73,6% yang berarti berada pada kategori baik.

**Abstract:** Writing is one of the skills that students must master, but in reality, students still have difficulty mastering it, for that reason in teaching this skill. Teachers are expected to be able to apply suitable strategies to overcome these problems. So that problems arise, researchers are interested in researching them more deeply. This research aims to analyze the strategies used by teachers in teaching writing at MA Hasyim Asy'ari Bangsri and student responses to its implementation. Meanwhile, student responses showed positive results as they replied that the teacher's strategies helped them to write recount text well. This research used qualitative descriptive. To collect the data, the researcher used interview, classroom observation, and questionnaire. The data analysis based on theory from Miles and Hubbarman consisting of data reduction, data display, and conclusion. In teaching writing, two teachers implement project-based learning and subconscious learning. The implementation of project-based learning is that the teacher assigns students direct interviews in the field with other people who are considered inspiring about their unforgettable experiences, and then explain the results. Meanwhile, for subconscious learning, the teacher uses songs about the learning material, which are repeated over and over again, then students are asked to analyze a text together and then given the task of creating a similar text. Based on the questionnaire that was distributed, the results from both classes showed a positive response. The response from the immersion class was 43% strongly agreed, 47% agreed, and 10% were doubtful and from the regular class was 5.41% strongly agree, 75.7% of students agree. 18.9% of students are undecided. From the average calculation results, the immersion class was at 82.6%, meaning it was in the very good category and the regular class was at 73.6%, meaning it was in the good category.

## A. INTRODUCTION

English is a language that used by almost many people in the world in communication. In Indonesia, English is now considered a foreign language rather than a second language. It means that English is not their

mother tongue and not commonly used in daily conversation. In education area, English is taught from primary school until university. It is important too, to expand language mastery. There are four skills in English that students have to master, one of those skill is writing

skill, because writing has many benefits for students, including helping students learn to find problems, formulate problems and then solve them. Encourage students to produce new ideas creatively. Another benefit is that writing teaches students to store or document their ideas because, through writing, a student does not have to express words through sound. However many students have difficulty in mastering writing skill. According to Belkhir & Benyelles (2017) said that writing is the most difficult skill for second or foreign language to be mastered. It can be understood that writing is one of important skill in English that is difficult for students, because in writing, students are able to share their ideas by combining words that are easy to be understood so that the writing can be good writing. Not only that, but students have to pay attention in using grammar and vocabulary. The problems mentioned previously are almost the same as the problems faced by students in MA Hayim Asy'ari Bangsri. The problems that students are faced in writing usually grammatical errors, being stuck in organizing ideas of the text, error writing, lack of vocabularies and etc. From those problems, the students are difficult in making the good text. It based on the interview that the researcher did with one of English teacher at MA Hasyim Asy'ari Bangsri.

According to Solihin (2021) the Merdeka Curriculum, in the content of English Language Teaching (ELT), presents both unique opportunities and challenges. Furthermore Anwar (2022) in Riyan Rizaldi & Fatimah, 2022) the Merdeka Curriculum is curriculum with diverse intra-curricular learning where the content will be more optimal so that students have enough time to explore the concepts and strengthen competies. Reza et al. (2023) added that there are some challenges in implementing the Merdeka Curriculum such as lack of confidence in their capacity, underscored by the experiences gained from previous curriculum, and so on.

Especially in Senior High School. English is one of mandatory subject. Where the learner focuses on enhancing four skills ability, such as listening, speaking, reading and writing. According to Rohmaniyah et al., (2023) Writing is the ability to convey ideas, responses, responsibly, and or convey feelings according to context. The components that can be developed in writing include the use of spelling, vocabularies, sentences, paragraphs, language structure, meaning, and metacognition in various types of text. Furthermore Mubarak (2017) stated that writing is one of skills that should be mastered by students in order to make communication between writers and readers. Although in a real practicing, writing would be taught after students are familiars with listening, speaking, and reading. In writing, the writers want to express their ideas, thought, and opinions what they want to write. The writers should consider the writing rules like

coherent and cohesion. Besides that the writers also pay more attention to the genre that they use.

The objective of English learning is the students are competence in oral and written language. The competence standart also explains that the students communicate in orally and in writing (Khudriyah, 2019). Moreover, stated that writing can be a complex activity because the students convey the ideas into written form and notice several aspects of writing. The several aspects that the students must be aware such as organizing idea, grammar/language use, vocabularies, mechanics and organization/generic structure (Purnamasari et al., 2021).

The four skills are devided into receptive skills and productive skills. The receptive skills are reading and listening because the students do not need to produce language to do these. They only receive and understand. They can be confuse with the productive skills of speaking and writing. In the process of learning language, the students began with a receptive understanding of the new items then later move on to productive use. The students usually learn to listen first, speak, the read and finally write (Raudatus, 2020).

Teaching strategies in writing are essential. Because with the good strategies, the learning objective will be achieved. The teacher needs the strategies in teaching in the classroom beacuse the teacher has some capital task that must be done. Those are : the teacher must plan, teach, and evaluate the teaching-learning activity. The teachers have to comphred something closely related to the teaching-learning process (Hidayat & Jaenudin, 2022). According to Killen in Hayati et al. (2021) many kinds of teacher strategies can be applied in teaching, including: direct interaction, discussion, small-group work, cooperative learning, problem solve learning, research, role play, and case study.

The previous studies about teaching strategies in teaching writing have done by some researchers. Husna & Multazim (2019) found that in teaching writing, the teachers used semi guided writing and then students were asked to identify the grammatical aspect. Zhafirah & Hamzah (2022) found that the teachers used some strategies in teaching writing such as sentence constraction, giving the opportunity the students to ask about language features, metalingusitic feedback, and giving criteria. Zulmen et al. (2023) added that the teacher used some strategies such as guided writing, think talk write (TTW), and please strategy means pick for the topic, list information about the topic, evaluate, activate the paragraph, supplay supporting sentences, and end with concluding sentences. Asmita et al. (2023) found that the students still have difficulties in mastering aspects of wriitng such as students' limit of vocabularies, grammatical errors, difficult in making their own word, and low score. based on the interview, the teacher used

chart for overcome the problem. Masruroh & Miladiyah (2023) find out that the teacher used lyric song, implementing project based-learning, explaining videos and pictures. Enderwati et al. (2023) found that in addressing the challenges, the teacher used anchor chart and finding the student engagement, writing quality, and the revision process, as well as their role in building students' confident in writing. Bonavide Kristiani Gulo et al. (2023) got that the teacher used two strategies namely discussion, question and answer (Q and A). The teacher used discussion because it can encourage students' interaction and active participation in classroom. Q and A is one of effective way for teacher to check students' understanding.

Based on the previous research above, this research is slightly different from several previous studies. The researcher wants to analyze the strategies used by teachers in teaching writing in tenth class, especially in the Merdeka Curriculum. The study focuses on discussing the teachers' strategies in writing especially recount text. The strategies are viewed fro the generic structure, language features, and content of the text.

## B. RESEARCH METHODS

This research method is qualitative descriptive which means that this study analyzes the strategies by English teachers in teaching writing, especially recount text. Creswell (2009) in (Zhafirah & Hamzah, 2022) stated qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

This research focuses on certain phenomena in the school environment. Sugiyon, (2014) added qualitative research methods are research methods that are based on the philosophy of post-positivism, used to examine the conditions of natural objects, (as opposed to experiments) where the researcher is a key instrument, the technique of data collection is triangulated (combined), data analysis is inductive/qualitative, and the result of qualitative research emphasize the meaning rather than the generalization.

The population of this research is two English teachers and consists of 30 and 37 tenth grades of immersion and regular classes. The researcher uses purposive sampling in choosing the respondent. The respondents of this research were all from two classes tenth grade immersion and regular. The total number of respondents is sixty-seven. The researcher chose tenth grades, because they were new students who still had to adjust to the learning environment and faced many learning difficulties. The reason for choosing an immersion class is that this class is a superior class where English is used in several subjects, this class is also a major specifically created for immersion in English. The

researcher chose the regular class because it is a class where the students' abilities are standard or the same as in other general classes. So from the two classes the researcher wanted to know whether the teacher's strategies were different or there was special treatment between the two.

The data-collecting techniques are through interview, observation, questionnaires, and documentation. The researcher interviews two English teachers to get more information, not only that the researcher also observes the teaching-learning process in the class, and the teachers' strategies in teaching and shares the questionnaire with students after the teaching-learning process is finished to get their response to the strategies the teachers use. The data are analyzed based on Miles & Hubberman (1992) namely data reduction, data display, and conclusion.

### a. Data Reduction

The first step is data reduction which means sorting data that have been obtained, classifying data into several categories, and editing data according to the results that have been received. In other words, data reduction is an activity of summarizing and selecting the main data for important focus points. The steps of data reduction as follow:

- 1) After the interview, the researcher wrote all the conversation between teachers and researcher into a script.
- 2) The researcher select important points from the interview into a text.
- 3) The researcher summarized every important point into text.

### b. Data Display

The second step is data display, Miles and Huberman in (Sugiyono, 2021) added that narrative text is the most frequent form of display data in qualitative research, to make the data easier to understand, the researcher arranges the data into good narrative text. by displaying the data will make it easier for researcher to understand the data and plan next steps based on the data that has been understood. This step checks the result of the interview, matches the data by conditions of the teaching-learning process in the classroom, and checks the result of questionnaires collected to decide the compatibility of the student's answers. To conclude the data it is used the formula:

$$P = \frac{N}{F} \times 100 \%$$

P = percentage

F = frequency of every answer

N = respondent

c. Conclusion

The last step is the conclusion, at this step, the data is obtained and collected, then concluded by checking the data of interview, classroom observation and questionnaire and then resumed the correct data, hence there are no questionable or false data.

## C. RESULTS AND DISCUSSION

Based on the result of the interview, the researcher divide the result as follows:

### 1. The Result of Interview

a. The strategies used by teachers in teaching writing

*Question 1 = How do you teach English in class?*

*Teacher 1 =* I adapt at that time, what do I want to teach, what do I want it to be like at that time, what is it good to teach, what is it suitable for me to do, sometimes I also teach like a conventional/traditional model, I explain, for example grammar, I write, then I explain, then I give an example, sometimes it's like that, I always change it depending on the material, and what value I want, what the material is, what the situation is, what I think is suitable, so it depends on the needs. For example, descriptive assignments, I give students assignments to describe local tourism, because I want them to know more about their local tourism and also promote it to their friends, and also so that they are braver because there are interviews with the general public, even though during interviews because of local residents, they do not use English, at least their reports and presentations of interview results use English. So that they can also get another atmosphere,

*Teacher 2 =* I often use icebreakers first, then I give songs that are about the material to be studied. If it's writing they have to write, if it's speaking they have to speak.

*Question 2 = How do you teach writing in class?*

*Teacher 1 =* Because the end of writing is writing, you just have to do the method, the ending is in the form of writing, but the way to get the writing, just like writing assignments for descriptive material, in doing assignments students are required to do interviews, observe, then they just

put it into writing. For the narrative, students also have to interview first. There is also narrative, I ask students to tell or explain their favorite stories in English. What is the reason for liking it, what is the moral value, something like that. There is also the first semester about self-introduction, I ask students for introductions, for their writing, apart from making an introductory text, so I often assess two skills at once, speaking and writing, speaking when they present, for their writing, for assessing their writing. So once I graded I got 2 grades at once. The self-introductions, apart from making their own self-introductions, I also gave them a table format, looking for upperclassmen about their personal data, names of hobbies, et al. Then he wrote down the results of his interview.

*Teacher 2 =* for learning writing, for certain material usually in the form of text, for example recount text, I provoke it by asking trigger questions. Like what you did last holiday, what were your activities, things like that, so that they can express what their activities were, then they were directed to create a text or story. There are various types of recount text, some are in the form of biographies, stories. For those in the form of experience stories, then students are asked to write down their personal experiences based on what they have experienced, after that we analyze together what is meant by text structure, orientation, event. Which event, which reorientation? After they write it is then analyzed.

*Question 3 = What strategies do you use in teaching recount text ?*

*Teacher 1 =* The strategy I use is to focus on implementing project-based learning.

*Teacher 2 =* I focus on the implementation of subconscious learning.

Based on the interview, in teaching English, the English teacher 1 usually adjust teaching strategies based on current needs and preferences, whether conventional. Teacher also often explain grammar by giving examples and writing them down, alternate methods depending on the material being taught and the purpose of the evaluation. In teaching writing, especially recount text, the teacher uses project-based learning where students are given the task of interviewing someone related to their unforgettable experiences. With the aim of making students braver, used to socializing and also training them to rewrite what they get. While the English teacher 2 uses the implementation of subconscious learning, the teacher often uses ice

breaking then uses song about the material to be studied. In learning to write, provoking questions are used to provoke students to reveal their activities in a text. Types of text that can be created include recount and biography. Students are asked to write about their personal experiences, and then the text is analyzed together to identify the structure of the text.

b. Procedure for implementing teachers' strategies

*Question 4 = How do you implement this strategy? Teacher 1 = To implement this strategy:*

First: I will explain the types of recount material in general.

Second: I ask for interviews, ask about other people's memorable experiences, write them down, and retell them in English. The reason and aim is to be braver in meeting, socializing and also asking or interviewing people from outside, as well as training them to write again.

*Teacher 2 = Often, as teachers, we are required to be able to adapt to the conditions in the classroom, to adapt to the conditions of the students. So, as I explained earlier, implementing this strategy starts with a song about the material that will be studied that day, then I ask the students to make their own personal stories, this is a recount text about personal experiences. Then analyze the text structure together.*

To implement project-based learning, first the recount text material is explained in general, starting from its meaning, types, generic structure and examples. The second gives students an assignment, namely that they have to have in-depth interviews with other people about their unforgettable experiences. Where the person is chosen based on someone who can inspire. Meanwhile, for the implementation of subconscious learning. The first is that the teacher uses a self-designed song whose lyrics are about the material that will be studied at that time. The second explains the material in general, starting from the definition of recount text, its types, generic structure, language features, and example sentences. The third gives examples of sentences and analyzes them together. The four students were given assignments regarding recount text material that had been explained previously.

c. Reasons for choosing the strategy to be applied in teaching writing

*Question 5 = Why do you choose this strategy ?*

*Teacher 1 = Because English is not our language and is not our second language, it is difficult for them, so with this assignment that i have*

explained before, it is hoped that more students will write in English.

*Teacher 2 = Seeing the condition of the children in the class, because not all children are interested in learning, and not all of them like English, I make my lessons, namely always making songs because even though the students don't like the material with songs, the students will understand by listening to it, they will get used to understanding.*

In teaching writing, especially recount text, The teachers use project-based learning and subconscious learning. The teachers choose those strategies because Students are expected to be braver in socializing and writing in English by interviewing people from outside. Teacher 2 creates her learning by making songs for students. Because there are often students who are less interested in learning English, with the hope that they can understand the material better through listening, namely songs.

d. Student responses to the strategies applied

*Question 6 = What is the participation or response of students to this strategy?*

*Teacher 1 = So far their response has been very good, and enthusiastic, I also monitor it from the WhatsApp group, and they say that so far there are no problems, I have also asked if there are any obstacles or difficulties that can be consulted. They also prefer project assignments where they can do assignments while enjoying a new atmosphere or not being in class, they are enthusiastic if the assignment is a project, they like observations and interviews, and they are happier.*

*Teacher 2 = The students are more enthusiastic about the strategies I use, and with fun learning students are more interested.*

Students' response to the strategies was very good, they said there was no problem. The teacher also asked if there were any obstacles or difficulties that could be addressed. They like project assignments because they can enjoy a new atmosphere and students are more enthusiastic about the strategies used, with fun learning, students are more interested and enthusiastic.

e. Writing assessment

*Question 7 = For the writing assessment, do you focus on writing components such as vocabulary, grammar, content, or something else?*

*Teacher 1 = For my writing assessment, I focused on the grammar and content sections. because recount text uses the past tense, uses the second*

form of verbs, uses was/were structure, and essentially uses the second form of verbs. I also pay attention to content, because sometimes there are students who use inappropriate words. *Teacher 2* = I focus on structure, grammar, and content, because in recounting text. For the structural part, there is orientation, event, and reorientation, with the hope that students will know and understand. When they tell stories they understand these elements. The two parts of grammar are how to use them. And also content, how to use and develop the ideas they put forward. Because when students are not good at putting words together they will be stuck continuing the story. So their story is shorter. In assessing student's writing, teachers focus on several aspects including: grammar, content, second verb, was were, structure, and use of past tense.

- f. The average ability of students to receive the material

*Question 8 = What is the average ability of students to receive recount text material with the strategies you apply?*

*Teacher 1* = The average ability is more or less the same as other classes, there are those who understand when asked but in reality they don't, because each student's comprehension ability is different, there are those who understand if asked they can, but there are the opposite. But on average, at least they understand the recount text material. But they often forget quickly.

*Teacher 2* = So far, it's good, because they only use ideas, and then tell stories, although some still have difficulties, most can get through it because now they use their smartphone facilities more often.

The average ability of students in understanding recount text material is more or less the same as other classes, although their comprehension ability is different and quite good, because they only use ideas, then tell stories, although some still have difficulty, but most can get through it because now they use it more often. their smartphone facilities.

- g. Problems faced in strategy implementation and the solution

*Question 9 = Are there any obstacles you face in implementing this strategy?*

*Teacher 1* = There are not too many problems, but sometimes there are still mistakes in writing, for example, typos in writing, vocab, grammar is sometimes still wrong, more or less that, but otherwise, they are enthusiastic and excited

about presenting and asking questions in English even though there are still mistakes.

*Teacher 2* = So far there are no problems, no obstacles. So more or less the students' writing skills are good by looking at the implementation of subconscious learning that is applied.

The problems faced by teachers in implementing these strategies are that some students often write words in English incorrectly, in presenting or conveying results, some students are still not ready, and they pronounce words incorrectly. However, some are enthusiastic about participating in class learning.

- h. Solutions to problems in strategy implementation

*Question 9 = What solutions or efforts did you apply to overcome this problem?*

*Teacher 1* = I still help them a lot in overcoming incorrect writing and pronunciation. Be more patient and motivate them to keep trying.

*Teacher 2* = So far there have been no obstacles, because students utilize their phone to do their assignment. For solutions to what students face in writing, most teachers help students and are often motivated to keep trying.

## 2. The Result of Classroom Observation

Based on the observation, the researcher explains the teachers' strategy that is applied in the teaching and learning activity, which is divided into four activity parts, namely opening, main activities, teacher's strategies in teaching writing, and closing.

**Table 1.** The Teacher 1

No	activity	Indicators	Option			
			4	3	2	1
1	OPENING	The teacher opens the lesson by greeting the students	4			
2		Pray before study	4			
3		check attendance list	4			
4		Ask students about last materia	4			
5		Tells about the purpose of the study				1
6		Connect the material with the student's prior knowledge				2
7	MAIN ACTIVITY	Explain the material of the subject				2
8		Use dialogue for teaching	4			
9		Use text for teaching	4			
10		Make some examples				2
11		Tell the students how to write the text well			3	
12		Make the students thinking about ideas of the text		4		
13		Practice the material of the subject	4			

No	activity	Indicators	Option			
			4	3	2	1
14		Help the students	4			
15	CLOSING	Explain the learning strategy that will be used	4			
16		Use one strategy of writing skill	4			
17		Use two or more strategies of writing skill				1
18		Give an opportunity to the students to ask the questions		3		
19		Give an exercise related to the material	4			
20		Summarize about the material		3		
21		Close the lesson	3			
TOTAL			8			1
4 : Very Good : 100 - 85						
3 : Good : 84 - 69						
2 : Enough : 68 - 53						
1 : Not Enough : < 52						

Depend on the observation that researcher did, the activities carried out by teachers when teaching are as follows. First, the teacher opens the class by praying and greeting the students, then the teacher checks the attendance list by calling the students' names one by one. Next, the teacher asks about the previous material then continues learning. After that, the teacher explains the material, in explaining the material, Sometimes the teacher gives a short pause for students to ask questions about the material. Furthermore, the teacher gives an assignment related to the material for students. Next, the teacher asks students to present the assignment given previously, namely the personal recount text. After that, the teacher gives some students time to ask the presenter about the results of the assignment that has been presented. Even though when some students present their results, it is possible that some students listen seriously, there are also those who pay less attention. Even so, more or less all students were enthusiastic about asking questions to the presenter. The last is closing, the teacher gives students the opportunity to ask questions about material they have not yet understood, and the teacher concludes the material and closes the lesson.

Table 2. The Teacher 2

NO	Activity	Indicators	OPTION			
			4	3	2	1
"1	OPENING	The teacher opens the lesson by greeting the students	4			
"2		Pray before study		3		
"3		check attendance list		3		
"4		Ask students about last materia			2	
"5		Tells about the purpose of the study			2	
"6		Connect the material with the student's prior knowledge			2	
"7	MAIN ACTIVITY	Explain the material of the subject	4			
"8		Use dialogue for teaching	4			
"9		Use text for teaching	4			
"10		Make some examples	4			
"11		Tell the students how to write the text well	4			
"12		Make the students thinking about ideas of the text		3		
"13		Practice the material of the subject	4			
"14		Help the students		3		
"15	CLOSING	Explain the learning strategy that will be used		3		
"16		Use one strategy of writing skill	4			
"17		Use two or more strategies of writing skill				1
"18		Give an opportunity to the students to ask the questions	4			
"19		Give an exercise related to the material	4			
"20		Summarize about the material		3		
"21		Close the lesson	4			
TOTAL			8			0
4 : Very Good : 100 - 85						
3 : Good : 84 - 69						
2 : Enough : 68 - 53						
1 : Not Enough : < 52						

Not much different from teacher 1's activities in class. The activities carried out by teacher 2 are as follows ; First, the English teacher opens the lesson with greetings, praying and not forgetting to check attendance. Second, before explaining the material, the teacher provokes students with questions that lead to the recount text, for example: what did you do last holiday? What activities do you do on holiday? Then the teacher sings a song about the material to be studied, then explains the material, during explaining material, the teacher also gives opportunity for students to ask something they don't understand about the material. Next, the teacher asks students to write a recount. After that, the teacher gives students time to ask questions and finally closes the class.

### 3. The Result of Questionnaire

#### a. Immersion class questionnaire results

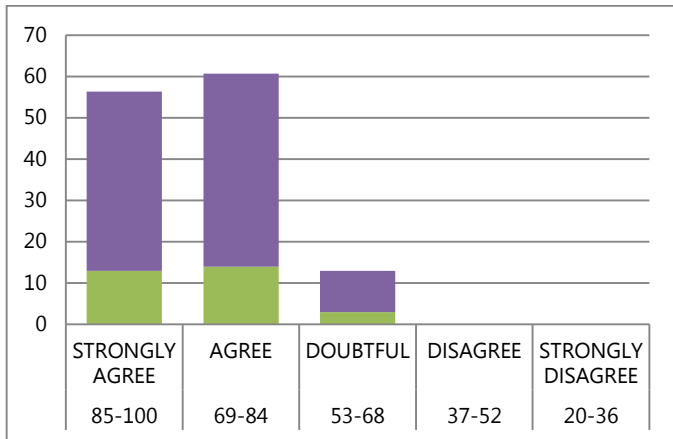


Figure 1. the results of the questionnaire regarding students' responses to the strategies implemented by the teacher

In Figure 1 Question number 1. 86,7% means strongly agree. Question number 2. 74,7% means agree. Question number 3. 96,0% means strongly agree. Question number 4. 93,3 means strongly agree. Question number 5. 90,7% means strongly agree. Question number 6. 76,0% means agree. Question number 7. 81,3% means agree. Question number 8. 76,7% means agree. Question number 9. 80,0% means agree. Question number 10. 72,0% means agree. Question number 11. 70,0% means agree. Question number 12. 90,0% means strongly agree. Question number 13. 64,0% means doubtful. Question number 14. 78,0% means agree. Question number 15. 79,3% means agree. Question number 16. 84,7% means strongly agree. Question number 17. 85,3% means strongly agree. Question number 18. 90,0% means strongly agree. Question number 19. 91,3% means strongly agree. Question number 20. 92,7% means strongly agree. Meanwhile, the overall results show positive results from students regarding their response to the strategies used by the teacher. It is clear that 43% students are strongly agree, 47% students are agree, and 10% students are doubtful.

#### b. Regular class questionnaire results

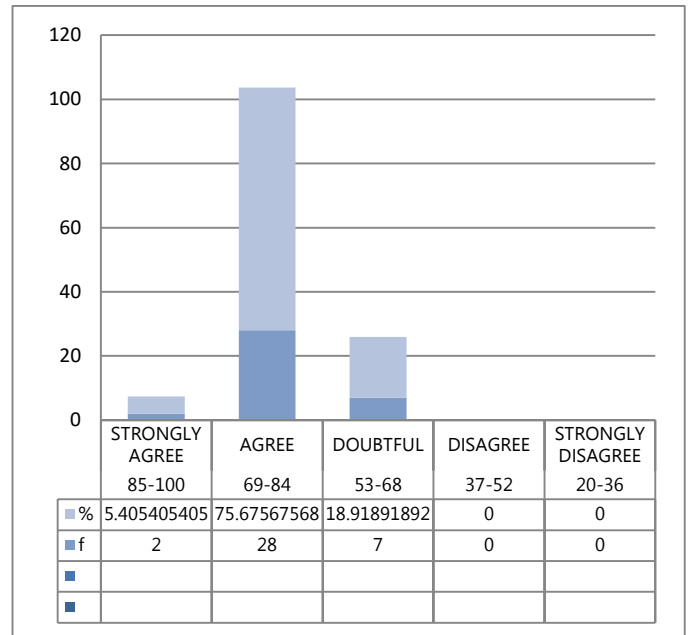


Figure 2. Questionnaire Result

Based on the results of a questionnaire regarding students response to the strategies implemented by the teacher, results were obtained: Question number 1. 67,0% means doubtful. Question number 2. 62,2% means doubtful. Question number 3. 76,8% means agree. Question number 4. 88,6% means strongly agree. Question number 5. 80,5% means agree. Question number 6. 65,4% means doubtful. Question number 7. 69,7% means agree. Question number 8. 76,2% means agree. Question number 9. 70,8% means agree. Question number 10. 63,2% means doubtful. Question number 11. 65,9% means doubtful. Question number 12. 87,6% means agree. Question number 13. 66,5% means doubtful. Question number 14. 69,7% means agree. Question number 15. 65,4% means doubtful. Question number 16. 83,2% means agree. Question number 17. 71,9% means agree. Question number 18. 78,4% means agree. Question number 19. 81,6% means agree. Question number 20. 84,3% means strongly agree. Meanwhile, the overall results show positive results from students regarding their response to the strategies used by the teacher. It is clear that 5,41% students are strongly agree, 75,7% students are agree. 18,9% students are doubtful. Based on the findings of the interview, the classroom observation, and the questionnaire that the researcher got, the researcher made the conclusion that the strategies used by English teachers are implementing project-based learning and subconscious learning.



## D. CONCLUSIONS AND RECOMMENDATIONS

Based on interviews and observations in the class. It be concluded that the most complex problems of students are lack of ideas in writing text, lack of vocabulary, grammar, and typos in writing. In this case, an appropriate strategies to be applied are an important factor. So the teacher must determine the best strategy, which is used to facilitate and also be adapted to the conditions of the students and class conditions.

The researcher found the strategies used by teacher are implementing project-based learning and subconscious learning. The implementation of project-based learning is that the teacher assigns students direct interviews in the field with other people who are considered inspiring about their unforgettable experiences, and then explain the results. Meanwhile, for subconscious learning, the teacher uses songs about the learning material, which are repeated over and over again, then students are asked to analyze a text together and then given the task of creating a similar text. Based on the students' responses to the strategies implemented by teachers in teaching, students gave positive responses which shows the average percentage of each class is 82.6% which means in the very good category and the figure of 73.76% is in the sufficient category. From these results, it can be concluded that project-based learning and subconscious learning are appropriate strategies in teaching writing, even though in its implementation there are still problems faced by teachers. For other researchers are suggested to observe more about strategies in teaching writing recount text especially in the Merdeka Curriculum.

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