

SKRIPSI



**STRATEGIES AND CHALLENGES OF ENGLISH TEACHERS IN
TEACHING WRITING AT SMAN 2 BAE KUDUS**

**By
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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2024**



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TEACHING WRITING AT SMAN 2 BAE KUDUS**

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**Presented to the University of Murial Kudus
In Partial Fulfilment of the Requirements for Completing
the Sarjana Program in the Department of English Education**

By

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2024**

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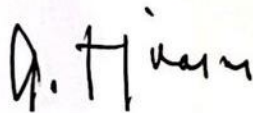
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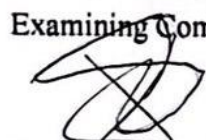
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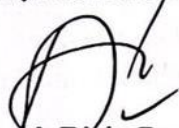
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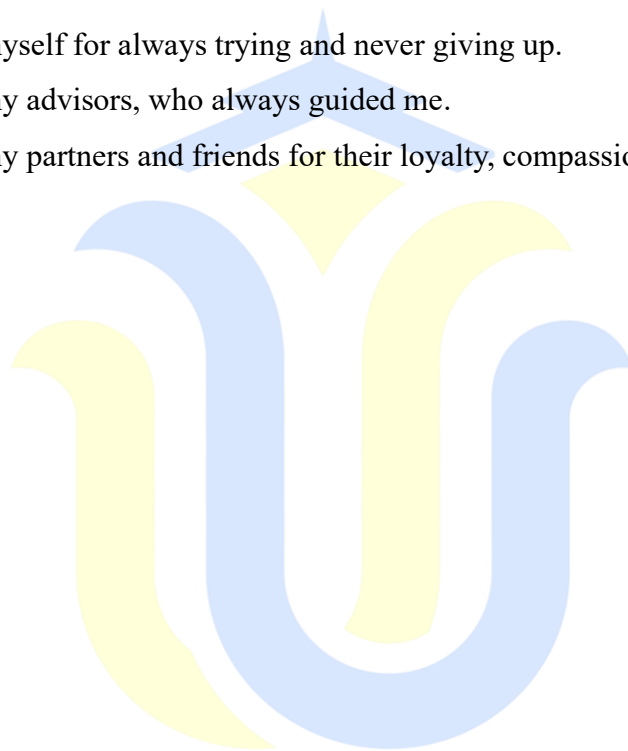
MOTTO AND DEDICATION

Motto:

“So, surely with hardship comes ease. Surely, with that hardship comes more ease.” Qs. Ash-Sharh : 5-6

Dedication:

- Thanks to my beloved parents and family who always support me in any condition.
- Thanks to myself for always trying and never giving up.
- Thanks to my advisors, who always guided me.
- Thanks to my partners and friends for their loyalty, compassion and support.



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Kudus, August 26th 2024

The Researcher

Novita Ayu Azahra

ABSTRACT

Azahra, N.A, "*Strategies and Challenges of English Teachers in Teaching Writing Skill in SMAN 2 Bae Kudus*". Skripsi. English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus. Advisors (1) Dr. Fitri Budi Suryani, S.S., M.Pd. (2) Dr. Drs. Ahmad Hilal Madjdi, M.Pd.

Keywords: *Writing, Teachers Strategies, Teachers Challenges, Teaching*

Writing is a part of literacy because people are called literate if they can read and write in certain situations and for specific purposes. The skill of writing develops critical thinking, compels students to improve their focus and organize their ideas, and improves their ability to summarize, analyze, and critique. Therefore, teachers and students need to study in writing by selecting the right strategy. However, in teaching writing, teachers will face challenges because teaching writing is challenging.

Based on the explanation above, this research aims to discover the strategies used by English teachers, the challenges faced by English teachers, and the implementation of the strategies used by English teachers in teaching writing.

This research used qualitative research in the form of case study. The instruments of this research were interviews and observation. The participants were all three English teachers in SMAN 2 Bae Kudus.

Based on the findings of the strategies in teaching writing, the teachers used three strategies: collaborative writing, pre-writing, and study of models. In this research, the teachers used these strategies in teaching writing, and the students helped with writing skills in English. The researcher find two challenges faced by English teachers, such as a lack of proficient spell and weaker writers tend to be preoccupied with the mechanical aspect of writing. However, the teacher can find solutions to overcome this problem.

Teachers are encouraged to explore additional strategies because it can enable them to engage students more actively and increase their interest in learning writing. Furthermore, utilizing technology as a medium is also recommended due to ongoing advancements, and teachers should continually update their knowledge to ensure effective learning.

ABSTRAK

Azahra, N.A, "*Strategies and Challenges of English Teachers in Teaching Writing Skill in SMAN 2 Bae Kudus*". Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Advisors (1) Dr. Fitri Budi Suryani, S.S., M.Pd. (2) Dr. Drs. Ahmad Hilal Madjdi, M.Pd.

Kata Kunci: Menulis, Strategi Guru, Tantangan Guru, Pengajaran

Menulis merupakan bagian dari literasi, karena seseorang disebut terpelajar jika ia dapat membaca dan menulis dalam situasi dan tujuan tertentu. Keterampilan menulis mengembangkan pemikiran kritis, mendorong siswa untuk meningkatkan fokus dan mengorganisasikan ide-ide mereka, serta meningkatkan kemampuan mereka untuk meringkas, menganalisis, dan mengkritik. Oleh karena itu, guru dan siswa perlu belajar menulis dengan memilih strategi yang tepat. Namun, dalam mengajar menulis, guru akan menghadapi tantangan karena mengajar menulis merupakan hal yang menantang.

Berdasarkan penjelasan di atas, penelitian ini bertujuan untuk mengetahui strategi yang digunakan oleh guru bahasa Inggris, tantangan yang dihadapi oleh guru bahasa Inggris, dan implementasi dari strategi yang digunakan oleh guru bahasa Inggris dalam mengajar menulis.

Penelitian ini menggunakan penelitian kualitatif dalam bentuk studi kasus. Instrumen penelitian ini adalah wawancara dan observasi. Partisipan penelitian ini adalah ketiga guru bahasa Inggris di SMAN 2 Bae Kudus.

Berdasarkan temuan strategi dalam pengajaran menulis, para guru menggunakan tiga strategi, seperti menulis kolaboratif, pra-penulisan dan studi model. Dalam penelitian ini, para guru menggunakan strategi ini dalam pengajaran menulis dan para siswa terbantu dalam keterampilan menulis dalam bahasa Inggris. Peneliti juga menemukan dua tantangan yang dihadapi oleh guru bahasa Inggris, seperti kurangnya penguasaan ejaan dan penulis yang lebih lemah cenderung disibukkan dengan aspek mekanis dari penulisan. Namun, guru dapat menemukan solusi untuk mengatasi masalah ini.

Guru didorong untuk mengeksplorasi strategi tambahan, karena hal ini dapat memungkinkan guru untuk melibatkan siswa lebih aktif dan meningkatkan minat mereka dalam belajar menulis. Selain itu, memanfaatkan teknologi sebagai media juga disarankan karena kemajuan yang terus berlanjut, dan guru harus terus memperbarui pengetahuan mereka untuk memastikan pembelajaran yang efektif.

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