An Investigation of Approaches and Strategies in Teaching Indonesian Writing: Voices of Indonesian Language Teachers

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ABSTRACT

This study aimed to gather information about the approaches and strategies used by Indonesian language teachers in teaching writing lessons in Indonesian language classes in response to the previous studies identifying junior high school students' challenges in Indonesian language writing. A survey was done using an online questionnaire distributed to 166 teachers from various schools in the country. However, only 126 were taken, as the rest admitted that they did not teach Indonesian language writing in their classes. The questionnaire was adopted from Self-Assessment of Writing Strategies by Marquette University and was validated to serve valid and reliable data. The data were analyzed using descriptive statistics, and teachers' proficiency in coping with various approaches to teaching the language and their keen strategies to help students in the writing classes were found. The findings suggested that despite teachers' proficiency in many approaches to teaching, students still encountered challenges in multiple aspects of writing. Therefore, there was a need for continuous improvement in curriculum design and to assist students through corrective feedback to help them cope with their writing problems. In summary, the study emphasized the importance of ongoing research, professional development, and improved writing instruction.

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INTRODUCTION

In the teaching of the Indonesian language in junior high schools in Indonesia, writing skills have become one of the skills in Indonesian Language and Literatures classes. In the former syllabus, namely Education Standard Unit Level (or *KTSP* in Indonesia language) and the 2013 curriculum, learning the language is aimed at exposing students to various texts with different generic structures, including descriptive, narrative, recount, and report (Ministry of Education and Culture, 2017). Furthermore, one of the learning outcomes, as stated in the syllabus, is that students will be able to produce a writing craft that is performed either in an oral presentation or publicized in the form of printed storybooks. Then, in the recent curriculum reform named *Merdeka* Curriculum, it is still maintained that the genre pedagogy approach is encouraged to be employed in the teaching of writing. Thus, it can be assumed that the approach is inherent and well-implemented by teachers, especially in writing classes. However, there is a lack of prior research concerning the approaches employed by teachers in teaching writing in Indonesian language classes.

Several studies investigate the challenges encountered by students in writing courses within the context of Indonesian language subjects at the junior high school level (Fahmi et al., 2014; Fauzan et al., 2020; Mariana et al., 2018). Those studies have identified several problems in the writing process, including difficulties in brainstorming, challenges while writing, and mechanical errors such as punctuation, spelling, and capitalization. Additionally, grammatical errors like sentence fragments and careless writing have been observed. The research on the teacher's ability to teach Indonesian focuses exclusively on the teacher's inadequacies in providing feedback. However, few have acknowledged the ability of Indonesian language teachers to employ the appropriate methodology for teaching writing, despite the Merdeka curriculum emphasizing the Genre Based Approach as the recommended method for writing lessons.

Researchers in writing skills development have extensively used genre-based approaches in second and foreign language domains. Several studies have shown the effectiveness of this approach, including studies by (De Oliveira & Lan, 2014; Khodabandeh, 2014; Traga Philippakos et al., 2023).

Traga Philippakos et al. (2023) argue that the strategy successfully improved the quality of students' writing and raised teachers' confidence in teaching the topic. Regrettably, there are not sufficient studies on the effectiveness of teaching methods used in Indonesian language classrooms. Despite the curriculum emphasizing this strategy, there is a lack of proof regarding its implementation, which creates a contradiction. This provides an opportunity to differentiate this issue as unique in our research.

The discussion on how teachers employ this approach has emerged due to the significance of writing skills that should be possessed by every individual, as conveyed by Graham et al. (2015). It is imperative to acknowledge that the significance of writing goes well beyond the present difficulties in performance. Writing is a fundamental ability that has significant significance for people and society. Graham (2018) emphasizes that having strong writing abilities not only improves personal prospects but also plays a crucial role in effective communication and active engagement in academic, civic, and professional spheres. To develop proficient writing abilities, the teacher plays a crucial role as writing skills require intervention for individuals to possess good writing skills. Regrettably, several studies have indicated that many individuals, not to mention junior high school students, encounter difficulties in writing, including in the Indonesian language.

Several research has unveiled the central role of teachers in developing students' writing ability (Högemann et al., 2021; Koster et al., 2015; Rosário et al., 2019). In addition, some articles emphasized that the writing of secondary school students continues to be influenced by their oral and reading experiences and their social cognitive experiences (Mariana et al., 2018), emotional development; furthermore, the variation in lexical choice and sentence structures continue to develop over their school years (Endah et al., 2018; Nishino & Atkinson, 2015; Yi, 2009). During this stage of development, children undergo significant changes that necessitate interventions, particularly to enhance their writing abilities. Consequently, various research studies have substantiated that students' challenges at this school level affect their writing abilities. From this point, this research was conducted. The research specifically aims to find the approaches teachers use in providing intervention at a developmental age where teacher intervention has an important role.

Problems encountered in the Indonesian language writing lessons.
At the junior high school level, Indonesian students must be able to cope with various genres and texts, including narrative, descriptive, procedure, observation reports, local poetry and legends, and letters (Putra, 2014). Considering the various learning models and approaches elaborated

beforehand, investigations on writing practices in Bahasa Indonesia classes showed limitations in the teaching and learning process. Some studies found that most students could not achieve proficient writing skills (Arifin, 2021; Ering et al., 2023; Fahmi et al., 2014; Nugraha & Doyin, 2020). Based on the research results, students felt difficulties passing the brainstorming phase and demonstrated challenges whilst writing activities. It was reported that the students did not know what to write, were confused in arranging chronological events of the written form and faced complex sentence and paragraph orders. The writing results are occasionally out of topic; too broad or too specific main idea in the paragraphs, or jumping paragraph organization, so the students were hesitant to write.

Building on the shreds of evidence of the teaching and learning process at Bahasa Indonesia class, the other researchers reported the mistakes found in the students' composition results. Mariana et al., (2018) and Sakdidah et al., (2023) found that students mostly had mechanic errors, such as the use of punctuation, spelling, and capital letters. The students experienced a misunderstanding in the Indonesian Spelling System General Manual (PUEBI). Moreover, the language styles in the form of Indonesian figures of speech used were considered inappropriate. The students failed to perform a figure of speech using Bahasa Indonesia, describing a narrative story's imaginative aspect. Similarly, the other investigation conducted by previous researchers showed that the results of the students' writing still contained plenty of grammatical errors, including sentence fragments (missing subject, verb, or complement), overused words or phrases, and ambiguous sentences (Fauzan et al., 2020; Purnama, 2019). Errors mostly happened because the students carelessly wrote the writing composition; moreover, they received less productive feedback from their teachers due to teachers' ability to deliver the feedback (Umar, 2009).

As reviewed above, the national learning models in Bahasa Indonesia subject recognize the importance of secondary students' thinking levels. However, the practical teaching and learning process in the classroom has a multitude of obstacles that prevent students from achieving writing competence. As several research studies have focused on identifying student writing errors, very few attempt to trace back to how those students were taught or what teachers have been doing to help students write compositions. Therefore, this article addressed the Indonesian language teachers' views on their approach in their writing lessons.

Current Study
To the best of our knowledge, and despite several research studies on teaching writing in Indonesian language classes, no recent study investigates how teachers teach writing to Junior High School students so that they can achieve the outcome as targeted by the syllabus. This present study operationally

asked teachers about their teaching of writing in Indonesian language courses in junior high schools in Indonesia. Thus, the present research seeks the answers to the following research questions:

1. What are some common approaches used by junior high school teachers in teaching writing lessons in Indonesian language classes?
2. How do teachers perceive the strategies in teaching writing lessons in Indonesian language classes?

METHOD
Participants
Participants taking part in this study were Indonesian teachers at the junior high school level, with 166 teachers in total, of whom 126 respondents (76%) were teaching writing lessons in Indonesian language courses, and the remaining were 40 respondents (24%) who did not teach writing lessons. Most respondents (97 teachers) had a qualification of Indonesian Language Teaching teaching or Indonesian literature studies bachelor's degree (76.9%). In contrast, twenty-six respondents (20.6%) reported having a Master's in Indonesian language teaching or Indonesian literature studies (i.e., department of Indonesian literature-faculty of Letters). The rest of the teachers had other educational qualifications represented by one respondent in total (0.79%), for instance bachelor's degree in accounting economics, English Literature, English Education, Citizenship Education, and master's degree in management, Social Studies. Two respondents had a master's degree in Instructional Technology (1.58%).

Instruments and Procedures
Survey questionnaire
A questionnaire was designed to consider a review of current government recommendations and effective practices in the teaching of writing. Several documents and articles were collected, including survey questions recommended by the Ministry of Education and Culture, Republic of Indonesia (Kementrian Pendidikan dan Kebudayaan Republik Indonesia, 2017) and adapted from Self-Assessment of Writing Strategies by Marquette University (Vicente, 2018), and has been validated by research conducted by Kiuhara et al., (2009) on teaching writing survey. The questionnaire employed question formats, such as six Likert-type scale following (Nemoto & Beglar, 2013) from strongly disagree (1), disagree (2), slightly disagree (3), slightly agree (4), agree (5), and strongly agree (6). Open-ended questions were also added in the two sections on students' errors and difficulties.

The questionnaire was divided into three sections to seek the answers to the research questions. The first section (A) is aimed to query information needed to decide if the participants have background and experience in

teaching writing in Indonesian courses; therefore, it collected information about the teacher, gender, whether they taught writing skills in their Indonesian language classes, qualifications, and years of teaching. The second section (B) asked queries to indicate teachers' adaptations in coping with the approaches used in teaching writing in Indonesian language classes. Three subsections were divided: the introduction class activities, learning activities management, and the implementation of the learning approaches, which included Scientific Approach, Genre-based Approach, Problem-based Learning, Project-based learning, and Inquiry/discovery Learning. Similarly, the types of questionnaire statements were used, and all strategies mentioned in the curriculum were consulted. The last section (C) contained the items related to the strategies to teach writing. This section consisted of three sub-sections: teaching pre- and post-writing activities. To elaborate on the points in each section, the adaptations to teaching writing were adopted and then restated by Vicente (2018).

Data Analysis Procedures
Ethical approval was secured for an anonymized online questionnaire. The questionnaire employed *Google Forms*, and an online messaging app approached schoolteachers to participate in the study. The heads of local teacher communities, namely MGMP, were also contacted to participate, and then the questionnaire website address was disseminated to their members. Completion of the questionnaire was voluntary.

Approach to Data Analysis
In this study, we tested for validity and reliability so that the questionnaire produced valid and reliable data. Then, the questions using Likert-scales were analyzed using *Pearson correlation* for validity testing with the provision that if each statement item presents a significance value (Sig.) less than 5%, it was valid. All Likert-scale items analyzed in sections B and C met the conditions for validity, which produced a significance value of the *Pearson correlation* (Sig.) smaller than (α) 5%. Cronbach's alpha coefficient was used to test the items' reliability, and all the presented reliability coefficients were acceptable (>0.6).

Table 1. Questionnaire reliability testing

Questionnaire Section	Cronbach's Alpha	Critical value	Decision
B. Approach used in teaching Indonesian language			
B1. Introduction class activities	0.800	≥ 0.60	Reliable
B2. Learning activities management	0.741	≥ 0.60	Reliable
B3. Implementation of the learning approaches			
B3a. Scientific Approach	0.938	≥ 0.60	Reliable

B3b. Genre-based Approach	0.924	≥ 0.60	Reliable
B3c. Problem-based Learning	0.944	≥ 0.60	Reliable
B3d. Project-based Learning	0.961	≥ 0.60	Reliable
B3e. Inquiry-discovery Learning	0.934	≥ 0.60	Reliable
C. Strategies to teach writing			
C1. Teaching pre-writing activities	0.922	≥ 0.60	Reliable
C2. Teaching whilst-writing activities	0.915	≥ 0.60	Reliable
C3. Teaching post-writing activities	0.865	≥ 0.60	Reliable

The description of the Likert-scale items makes use of the mean for each indicator and is categorized as follows:

$$class\ interval = \frac{max - min}{class\ total} = \frac{6-1}{3} = 1.67$$

The scale used in this study ranged from 1 to 6, with three classes: low, moderate, and high, which resulted in a 1.67 class interval. This class interval defines the categories:

$$1.00 < mean \leq 2.67 \quad : \ low$$
$$2.67 < mean \leq 4.33 \quad : \ moderate$$
$$4.33 < mean \leq 6.00 \quad : \ high$$

These categories are then used to describe each indicator for every variable used in the questionnaire of this study.

FINDINGS

Teacher's approaches in teaching Indonesian language writing classes.

The data presented in the series of tables below demonstrate Indonesian teachers' proficient use of the teaching technique in their writing instruction in Indonesian classes. This is demonstrated by the significantly high average score of 5.31, ranging from 4.33 to 6.00, which reflects the teachers' utilization of the three indicators: Introduction to class activities, learning management, and strategy implementation.

Introduction to class activities

This is the first indicator to seek approaches used by teachers in writing lessons in Bahasa Indonesia classes. Five kinds of activities represent the activities mostly done within the lesson introduction. The teachers' responses are tabulated in Table 2.

Table 2 Description of the approach used in Introduction to Class Activities

Indicators for approaches to teaching the Indonesian language	Min.	Max.	M	Category
B.1. Introduction class activities				
B.1.1 Providing a pleasant learning atmosphere.	1	6	5.60	High

Indicators for approaches to teaching the Indonesian language	Min.	Max.	M	Category
B.1.2 Students-Teacher discussion on the competencies that have been previously studied and developed based on the competencies that will be learned and developed.	2	6	5.31	High
B.1.3 Delivering to the students the competencies that will be achieved and their benefits in everyday life.	1	6	5.67	High
B.1.4 Delivering an outline of the scope of learning materials and activities.	2	6	5.67	High
B.1.5 Delivering the scope of assessment techniques used to students.	2	6	5.37	High
Mean average			5.52	High

As depicted in Table 2, the approaches used in the introduction stage in writing lesson activities used by Indonesian language teachers to teach writing show a high average score of 5.52. To see the most and the least frequently practiced activities in the introduction stage, respectively, delivering what competencies are going to be achieved at the end of the lesson, delivering the outline of the learning scope, and establishing a pleasant atmosphere appear to be the frequently practiced activities as denoted by the average mean higher than the total average mean in this indicator. Then, although the other two activities are considered high, the average values are below the total average. Thus, in the introduction stage, teachers less frequently give the students information about the scope of the materials to be learned and the competencies to be gained at the end of the lessons.

The overall average mean at this stage implies that teachers were able to initiate the process of teaching writing very well by conducting introductory activities, as denoted by a high average score for all activities (i.e., establishing a comfortable environment, facilitating discussions between teachers and students, communicating the desired competencies, presenting a learning outline, and explaining assessment techniques).

Learning management

This is the second indicator of approaches utilized by the teachers. Five activities were chosen to elicit what teachers do to manage the class during writing lessons in Indonesian language class. Overall, teachers demonstrate a high average score for this indicator, as denoted by a high mean average of 5.35. Table 3 presents the score of each activity, denoting teachers' responses to the statement about learning management commonly employed in teaching writing.

Table 3. Description of the approach used in Learning Management Activities

Indicators for approaches to teaching the Indonesian language		Min.	Max.	M	Category
B.2. Learning Management					
B.2.1	Helping students creating groups.	1	6	5.07	High
B.2.2	Guiding students on group-work.	1	6	5.33	High
B.2.3	Helping students to define and organize the tasks.	1	6	5.08	High
B.2.4	Encouraging students to use learning resources at school and outside of school.	2	6	5.66	High
B.2.5	Utilizing technology and information in teaching.	1	6	5.63	High
Mean average				5.35	High

As presented in Table 3, learning management also shows that teachers can effectively implement learning management strategies in writing lessons. These strategies encompass facilitating the formation of work groups, guiding group activities, aiding in task comprehension, promoting the utilization of learning resources inside and outside the classroom, and integrating information technology into the learning process. Among all the activities, encouraging students to use various resources in writing received the highest average score, and using technology in teaching was above the mean average. This is a good point that in teaching writing lessons, teachers have helped students elicit ideas for writing before they start writing to make the writing process flow smoothly; furthermore, the use of technology becomes another advantage for the students to start their writing process.

Implementation of learning approaches.
Implementing learning approaches is the last indicator of how teachers employ these approaches in teaching writing lessons in Bahasa Indonesia classes. Table 4 below demonstrates that teachers comprehensively understand several learning approaches required by the Merdeka curriculum, as shown by the average mean of 5.36. These approaches encompass the utilization of scientific, genre-based, problem-based, project-based, and Inquiry/discovery learning. However, the Genre-based approach, prescribed by the Merdeka curriculum for teaching writing, has the lowest average mastery compared to other learning approaches in Indonesian Language writing classes.

Table 4. Description of Implementation of the learning approach

Indicators for approaches to teaching the Indonesian language		Min.	Max.	M	Category
B.3. Implementation of the learning approaches					

Indicators for approaches to teaching the Indonesian language		Min.	Max.	M	Category
B.3. a Scientific Approach					
B.3a.1	Understanding the teaching steps of Scientific Approach.	1	6	5.38	High
B.3a.2	Facilitating the students to employ observation phase.	2	6	5.48	High
B.3a.3	Encouraging students to formulate questions.	2	6	5.41	High
B.3a.4	Facilitating students to collect information	2	6	5.44	High
B.3a.5	Facilitating students to process/analyse information to make conclusions.	2	6	5.42	High
B.3a.6	Facilitating and presenting the learning activities to give chance to students communicate the knowledge and competencies gained.	2	6	5.45	High
B.3a.7	Facilitating students to actualize creation learning domain.	2	6	5.49	High
Mean Average				5.44	High
B.3b. Genre-based					
B.3b.1	Understanding the teaching steps of Genre-based approach.	2	6	4.95	High
B.3b.2	Always carrying out *Building Knowledge of the Field* (BKoF) stage.	2	6	4.87	High
B.3b.3	Implementing *Modelling of Texts (MoT)* stage.	2	6	5.06	High
B.3b.4	Implementing *Joint Construction of the Text* (JCoT) stage.	2	6	4.91	High
B.3b.5	Implementing *Independent Construction of the Text* (ICoT) stage.	2	6	4.97	High
Mean Average				4.95	High
B.3c. Problem Based Learning					
B.3c.1	Understanding teaching steps of Problem Based Learning.	2	6	5.38	High
B.3c.2	Implementing phase 1 Problem orientation	2	6	5.40	High
B.3c.3	Implementing phase 2 learning organization	2	6	5.26	High
B.3c.4	Implementing phase 3 Investigation on individual and group works	2	6	5.26	High
B.3c.5	Implementing phase 4 Development and presenting problems.	2	6	5.28	High
B.3c.6	Implementing phase 5 Analysis and evaluation of the problem-solving process.	2	6	5.33	High
Mean Average				5.32	High
B.3d. Project-based Learning					
B.3d.1	Understanding the steps of Project-based Learning	2	6	5.25	High
B.3d.2	Implementing phase 1 Determining the learning project.	2	6	5.22	High

Indicators for approaches to teaching the Indonesian language		Min.	Max.	M	Category
B.3d.3	Implementing phase 2 Planning project completion steps	2	6	5.21	High
B.3d.4	Implementing phase 3 Scheduling the project	2	6	5.16	High
B.3d.5	Implementing phase 4 Project completion with teacher facilitation and monitoring	2	6	5.17	High
B.3d.6	Implementing phase 5 Drafting the report and presenting the project results	2	6	5.18	High
B.3d.7	Implementing phase 6 Evaluation on process and project results	2	6	5.22	High
Mean Average				5.20	High
B.3e. Inquiry/Discovery Learning					
B.3e.1	Understanding teaching steps on Inquiry/Discovery learning	2	6	5.33	High
B.3e.2	Triggering questions from students	2	6	5.39	High
B.3e.3	Inviting students to plan data collection and analysis procedures	2	6	5.40	High
B.3e.4	Inviting students to collect information, facts, and data and analyse them	2	6	5.37	High
B.3e.5	Triggering discussion on students in applying the findings	2	6	5.36	High
B.3e.6	Guiding students to draw conclusions (answers or brief explanations)	2	6	5.38	High
B.3e.7	Exploring questions, problems, or advanced topics	2	6	5.26	High
Mean Average				5.36	High

Table 4 depicts five approaches to teaching writing lessons in Bahasa Indonesia language courses in Junior High Schools in Indonesia based on the recommendation of the Merdeka Curriculum. The indicators chosen inform familiarity with the approaches for teachers of the Indonesian language who teach writing lessons in their Indonesian language course. Among the five approaches offered by the curriculum to be used in class, the scientific approach is the teachers' most familiar and most practiced approach. This is followed by other approaches, inquiry/discovery, problem-based, project-based, and genre-based learning, respectively.

Teacher's strategies in teaching Indonesian language writing classes

Concerning approaches to teaching writing, Tables 5,6, and 7 provide further information on how teachers bring the strategies in teaching writing in their classes. It involves pre-writing, whilst-writing, and evaluation and assessment. The overall mean value of the indicators obtained was 5.09, which is categorized as high (4.33-6.00). These results indicate that the teachers employed appropriate approaches in teaching writing in Indonesian language classes. The highest indicator value is in motivation reward to

students during the writing process (M 5.56). On the other hand, the indicator of teaching writing approach or strategy that shows the lowest value is related to the students' facilitation to change the content and organization structure of their writing (section C.2.3, M 5.13).

Pre-Writing Activities

Table 5 demonstrates that all pre-writing activities exhibit high mean values, 5.39, even higher than the total average in the three indicators chosen to seek the strategies teachers use in teaching writing lessons.

Table 5. Description of pre-writing activities

	Indicators for Strategies used in teaching writing	Min.	Max.	Mean	Level
	Pre-Writing Activities				
C.1.1	Inviting the students to review their notebooks, compulsory books, or assignments.	2	6	5.28	High
C.1.2	Emphasizing on writing instructions carefully.	2	6	5.29	High
C.1.3	Teaching the students brainstorming.	2	6	5.27	High
C.1.4	Teaching the text genre characteristics (text objectives, structures, language features)	2	6	5.49	High
C.1.5	Teaching writing outline.	2	6	5.48	High
C.1.6	Teaching how to make notes about what to write.	2	6	5.44	High
C.1.7	Teaching how to look for writing ideas by relating the students' knowledge and new things they had learned.	2	6	5.44	High
C.1.8	Teaching gaining vocabulary based on the writing topic.	2	6	5.32	High
C.1.9	Teaching how to use KBBI (*Bahasa Indonesia* dictionary) to check confusing vocabulary.	2	6	5.40	High
	Average Mean			5.39	High

Respectively, in employing the activities in the pre-writing stage, there are five strategies employed by teachers most employed by teachers, including teaching genre characteristics, teaching writing outline, writing to make notes before writing, teaching how to develop main ideas, and utilizing the KBBI dictionary and acquiring vocabulary that aligns with the chosen writing subject. Then, the other less employed strategies, below the average mean, respectively include gaining more vocabulary, giving instruction carefully, making a review, and brainstorming.

Whilst-writing activities
Table 6. Descriptions of whilst-writing activities

Indicators for Strategies used in teaching writing		Min.	Max.	Mean	Level
	Whilst- Writing Activities				
C.2.1	Teaching students to use their knowledge to develop the writing ideas.	2	6	5.50	High
C.2.2	Providing a deadline more than 24 hours to accomplish the writing project.	2	6	5.25	High
C.2.3	Facilitating students who changed the content or writing organization structure.	2	6	5.13	High
C.2.4	Providing meaningful feedback.	2	6	5.44	High
C.2.5	Reminding the students to re-read their writing before the deadline	2	6	5.40	High
C.2.6	Providing motivation in whilst writing activities.	2	6	5.56	High
	Variable Mean			5.38	High

Table 6 shows teacher involvement in addition to pre-writing activities. The teacher displayed exceptional effort during the writing tasks, as evidenced by the high mean score. Activities encompass, respectively, motivating them to complete their tasks, providing constructive feedback, promoting and reminding them to review their work, students utilization of their knowledge to generate ideas, providing flexible deadlines that allow students ample time to complete their assignments, and offering opportunities to switch topics as necessary. This exemplifies the teacher's meticulousness in ensuring his students can create exemplary work.

Evaluation and Assessment
Table 7. Descriptions of evaluation and assessment activities

Indicators for Strategies used in teaching writing		Min.	Max.	Mean	Level
	Evaluation and Assessment				
C.3.1	Evaluating students' writing by giving scores in range of 0-100 only based on the teaching experience.	1	6	4.32	Moderate
C.3.2	Evaluating the students' writing by providing written feedback directly on the students' work.	1	6	4.42	High
C.3.3	Evaluating the students' writing using scoring rubric only.	1	6	4.10	Moderate
C.3.4	Evaluating the students' writing only without returning the work to them.	1	6	3.14	Moderate
	Variable Mean			3.99	Moderate

During the post-writing phase, teachers assess the student's work by providing written feedback, as indicated in Table 7. Indeed, a minority of them refrain from assigning a score or providing a heading in the assessment

and also neglect to provide feedback to the students regarding their performance.

DISCUSSION

Based on the results of the survey, five teaching approaches suggested by the Ministry of Education and Culture, Republic of Indonesia, ranging from a scientific approach, genre-based approach, problem-based learning, project-based learning, and inquiry-discovery learning, the genre-based approach was seen as the less profound approach being acknowledged by the teachers compared to the rest. From the stages analyzed in the data, it can be found that the teachers were less aware of the first stage, which was Building Knowledge of Field (BKoF). This stage aims to build cultural context, share experiences, and discuss keyword vocabulary before the students demonstrate writing activities in the classroom (Yang, 2016). Less awareness of this stage signifies forfeiting the students' motivation and losing the chance to acknowledge the text genre of special social purposes (Sundari et al., 2017). In addition, writing is a class activity seen as a learning process. According to Martin and Rone (2008), the genre-based approach provides students with procedural and gradual activities that introduce them to the knowledge of the high levels of register, discourse, and lexical-grammatical resources. In this case, students will be given the skills of valuable linguistic resources that bestow them with language choices and meaning. Thus, being inattentive to one of the stages in the genre-based approach will greatly impact the students' writing production at the end of its stages. In addition, some literatures has mentioned that the Genre-based approach has gained more advantages in helping students to write a text through framework and context (Cholifah et al., 2022; Yuliastuti & Syamsi, 2019)

Thus, this present research indicates that in teaching writing in Indonesian language classes, teachers can cope with all approaches without hesitation; however, the genre-based method, purported to have potential benefits for students' writing, has a relatively lower average implementation rate than other approaches. However, it is worth noting that the genre-based approach is explicitly addressed in the curriculum and receives emphasis for implementation. In regard to students' writing problems, namely lack of understanding of content, difficulties in sequentially organizing events, and challenges in using complex language structures at the phrase and paragraph level in addition, other issues related to the topic is a lack of focus or an excessive amount of detail within the paragraphs, as well as a lack of coherence in paragraph organization and hesitancy when attempting to write (Arifin, 2021; Ering et al., 2023; Fahmi et al., 2014; Nugraha & Doyin, 2020) might not be familiar with the strategies for teaching writing. The study

shows that the teachers are proficient in all approaches, including genre-based ones.

This study also showcases the strategies teachers utilize in instructing writing in Indonesian language classes and reveals that the teachers also possess a proficient mastery of each task that must be executed in three distinct phases: pre-writing, whilst writing, and post-writing. The effective implementation of teaching strategies for writing should ideally enhance students' writing abilities. However, prior research suggests that writing difficulties still prevent students from reaching the desired level of proficiency. Not the teaching strategies, several research (Hasanzadeh et al., 2024; Kolovou et al., 2024; Liu & Wang, 2023) indicate a link between teachers' interventions (i.e., their teaching strategies, teaching quality, their concerns, and the like) and student achievement. Therefore, the success of students 'writing can be triggered by the teachers' corrective feedback, and then it is identified as an intervention to help the students to have better writing. Unfortunately, this study is denoted by a score lower than other categories in the strategies for teaching writing in Indonesian writing. This means that giving feedback (C.3.2) might contribute to students' writing problems as feedback can potentially intervene in students' success, including in their writing skills (Högemann et al., 2021; Rosário et al., 2019). Despite the lowest rate of performance feedback, teachers show the highest motivating rate whilst writing (C.2.6) this point. According to Rahimi (2024), who has done an experimental study on motivational instructions in writing, it has paramount significance to integrate motivational strategies into the process-genre writing instructional approach. In this stance, teachers are already on a good track to keep up students' motivation whilst reading. Therefore, the problems students face might derive not solely from motivational matters but from other competencies required as the prerequisite knowledge in writing.

CONCLUSION
The current study reports the survey of the teaching writing practices in Indonesian junior high schools, gaining from Bahasa Indonesia teachers' point of view. The results revealed that the teachers acknowledged all teaching approaches suggested by the Ministry of Education and Culture, Republic of Indonesia, for example, scientific approach, genre-based approach, problem-based learning, project-based learning, and inquiry-discovery learning approach, which achieved a high category in the survey. However, based on the current review of literature and studies, which stated that the finest approach to teaching writing uses a genre-based approach, the teachers' perception of this approach is depicted as the lowest score compared to the other four teaching approaches. The lowest scores shown in one of the genre-based approach stages impacted the students' problems in writing and

errors encountered by the students in writing the composition. Since the teachers were less considerate in the BKoF stage, the students' confusion about what to write was exacerbated. From the teachers' perspective, they have successfully implemented a successful strategy for teaching writing in Indonesian language classes. However, research on the students' writing performance has revealed that they still face numerous challenges in their writing lessons.

Based on the findings of the study, there are some implications that can be addressed for teaching writing in Indonesian language classes and further implications for curriculum development, including: (1) enhancing teacher training by providing professional development opportunities for teachers to improve their skills in implementing effective corrective feedback to help students' realizing the mistakes they make in their writing particularly matters related to the pre-requite knowledge needed in developing good compositions; (2) in curriculum, as the new curriculum was named *Merdeka curriculum*, there should be more open inventions that are given to teachers to use the approach and strategies to teach writing suitable to each teacher's class condition so that they can freely modify the ways they intervene the students to reach their writing success and confidence; (3) incorporating student feedback by using mechanisms to gather feedback from students on their writing experiences to inform curriculum adjustments and teaching practices; (4) integrating technology by exploring the integration of technology and digital tools to support writing instruction and provide feedback in Bahasa Indonesia courses. By addressing these implications, curriculum developers can work towards improving writing instruction in Indonesian language classes and enhancing students' writing abilities effectively.

In addition, the present study also makes some theoretical contributions, including (1) an identification of common approaches: The study has identified the prevailing methods employed by junior high school instructors while instructing writing in Indonesian language classes. This enhances comprehension of the pragmatic techniques utilized by teachers in the educational setting; (2) the study investigated teachers' perceptions of the strategies used in teaching writing in Indonesian language classes. Gaining insight into teachers' perceptions of good teaching practices might offer valuable information for enhancing writing instruction; (3) three phases of teaching strategies: the study examined the specific methods employed by teachers to teach writing, with an emphasis on the pre-writing, during writing, and post-writing stages. The significance of a holistic approach to teaching writing that encompasses all stages of the writing process is emphasized; (4) relationship between teacher interventions and student achievement: Although the study did not establish a direct correlation between teacher interventions and student

achievement, it recognized the existing body of research that suggests a link between teaching strategies, teaching quality, and student outcomes. The importance of excellent teaching approaches in improving students' writing skills is emphasized; (5) the study found that the Genre-Based Approach, although acknowledged as an effective teaching method in literature, was regarded less favorably compared to other teaching approaches, as indicated by a lower score among the others. This illuminates the possible disparities between suggested methodologies and real perceptions and practices in the classroom. The theoretical contributions offer useful insights into the teaching practices, problems, and views of writing instruction in Indonesian language classes. They provide a basis for additional research and enhancements in writing pedagogy.

Besides the implications and contributions, the present study unavoidably has several limitations to this research. First, the study's reliance on self-reported teacher data may introduce response bias or inaccuracies. Second, the sample size of 126 Bahasa Indonesia teachers may not fully represent the diverse experiences and perspectives of all teachers in Indonesian junior high schools. Third, the study's focus on teachers' perceptions and practices may overlook the perspectives and experiences of students, which could provide valuable insights into writing challenges. Fourth, the lack of experimental or longitudinal data limits the ability to establish causal relationships between teaching strategies and student writing outcomes. Finally, the study's scope is confined to junior high school teachers in Indonesia, potentially limiting the generalizability of findings to other educational contexts or levels. Pertinent to these, future research can address the limitations by conducting longitudinal studies to track the effectiveness of different teaching approaches on students' writing proficiency over time, involving student perspectives and feedback to gain a comprehensive understanding of writing challenges and instructional needs, exploring the impact of teacher professional development programs on enhancing writing instruction in Indonesian language classes, and investigating the role of technology and digital tools in supporting writing instruction and feedback in Bahasa Indonesia courses.

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