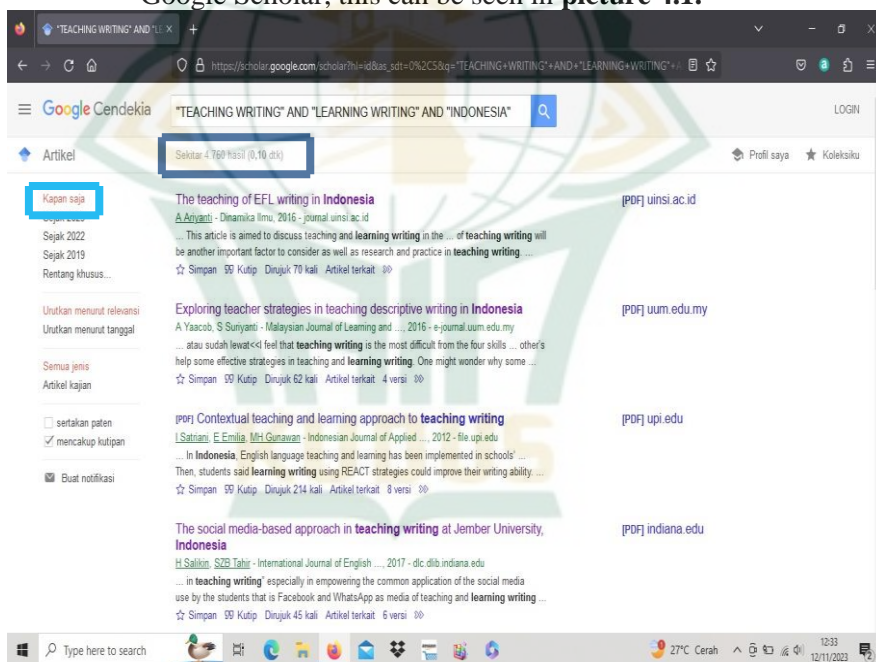


CHAPTER IV RESULT AND DISCUSSION

A. Result

1. Identification

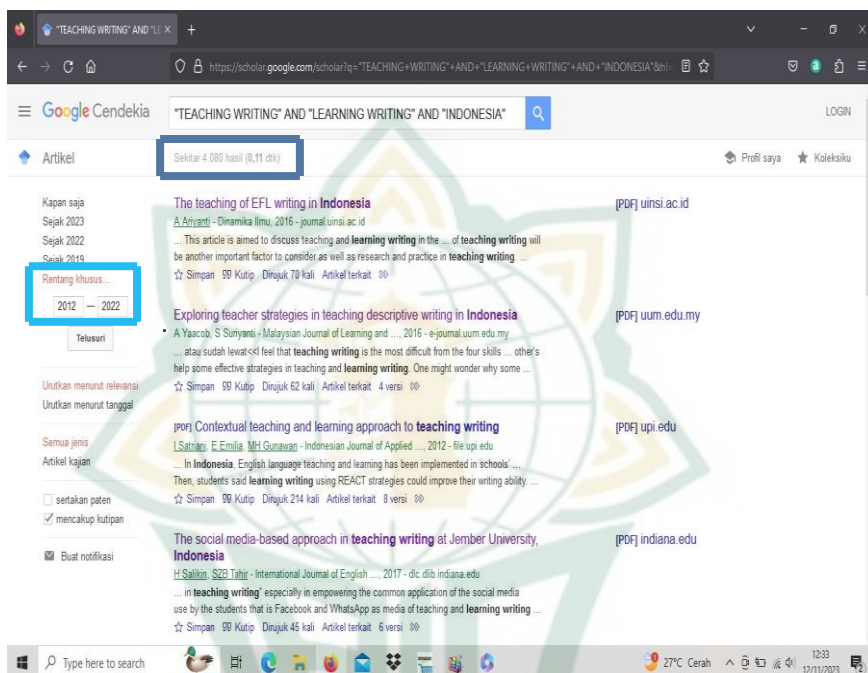
The results of the searches studied were articles and journals published from 2012 to 2022. Data successfully retrieved in Google Scholar were filtered and identified by the title and abstract to obtain the data criteria required by the researchers. This identification stage requires the keywords “Teaching Writing” AND “Learning Writing” AND “Indonesia” to identify data about teaching and learning writing in Indonesia from Google Scholar, this can be seen in **picture 4.1**.



Picture 4.1 Identification Result Before Custom Range Years (Google Scholar)

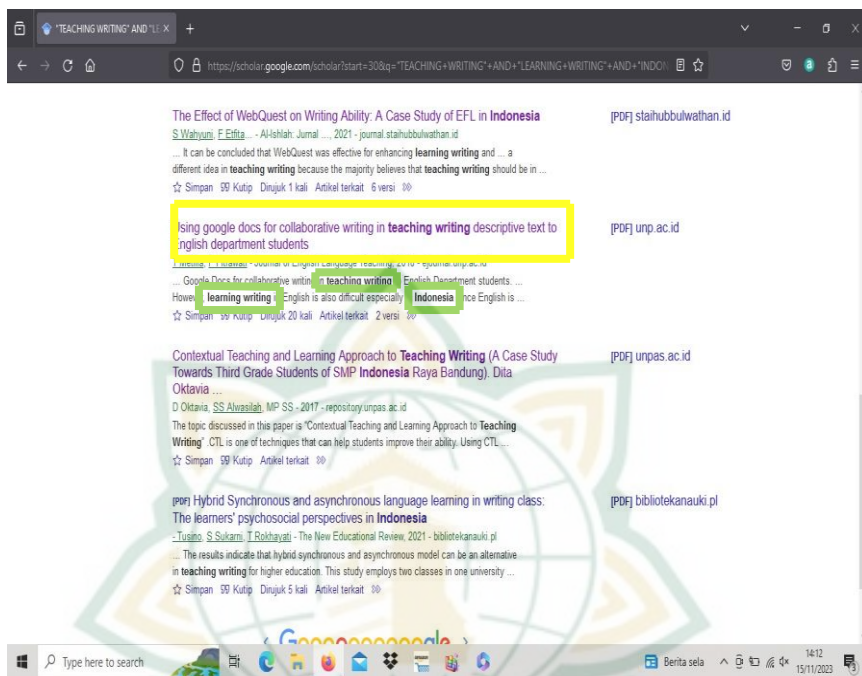
After searching using keywords (**picture 4.1**), the researcher found articles and journals ($n= 4.760$) about

teaching and learning writing from the search results. Then, to get more relevant data, researchers edited the last ten years from 2012 to 2022 (**picture 4.2**).



Picture 4.2 The Result After the Custom Range Year From 2012 to 2022 (Google Scholar)

It can be seen after editing the specific range from (n= 4.760) to (n= 4.080) studies. From (n= 4.080) studies, the next step is to identify the type of research, select research that meets the criteria and the number of studies each year, and then continue with the data filtering stage. The reason for editing the specific year range is to know the total research for each year.



Picture 4.3 One of the Results From 2018

Picture 4.3 shows the results of research on teaching and learning writing which are marked with color lines.

Next, the researcher identified the title and abstract based on teaching and learning writing in Indonesia. The title must use the keywords **“Teaching writing,”** **“Learning writing,”** and **“Indonesia.”** Examples of identifying the title and abstract in **picture 4.3** include words marked with color lines, yellow lines for titles, and green lines for abstract identification marks. For example, in **picture 4.3**. The title and abstract meet the research criteria because they contain the words **“Teaching writing,”** **“Learning writing,”** and **“Indonesia”**. **Picture 4.3** is an example of how researchers choose data from Google Scholar, data from Google Scholar is (n= 4.080) research results and identified as the steps in **picture 4.3**, which was explained previously. So, the author found data from Google Scholar that there was (n= 182) research on

teaching and learning writing in Indonesia from 2012 to 2022. From (n= 115) research articles and journals, theses (n= 41) and proceedings (n= 28). Then the author identifies the type of research and then analyzes research developments per year.

The results of the Google Scholar identification stage are grouped by year of publication and type to differentiate the number of each year. The author found (n=182) research from Google Scholar, as seen in **table 4.2**. For more detailed data on the number of journals, articles, theses, and proceedings, see **table 4.1**, and the amount of growth in research results each year can be seen in **picture 4.4**.

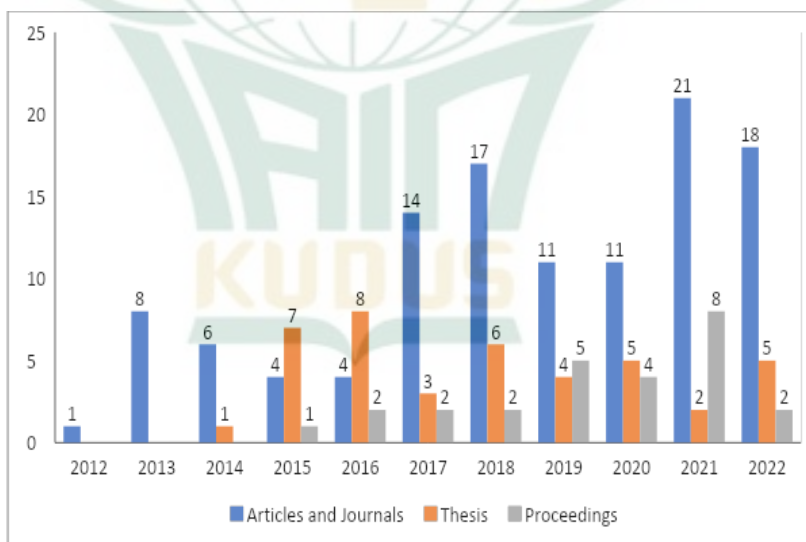
Table 4.1 Type of Finding Data in Identification Stages

No	Type	Database
		Google Scholar
1.	Journal Article	115
2.	Thesis	41
3.	Proceeding	28
4.	The research is not retrieved	3.881
	Total=	4.080

Based on **table 4.1**, the data findings regarding research on Teaching and learning English writing in Indonesia are growing, especially in article and journal research (n= 115). Likewise, there was an increase in theses with the title about teaching and learning writing as many as (n= 41). Seminars or conferences in Indonesia that discuss teaching and learning writing are also quite behind the last ten years (n= 28) on Google Scholar, this can be seen from the number of proceedings on Google Scholar.

Table 4.2 The Result Research From Google Scholar in Identification Process

No .	Keyword	Database	Before Custom Range	After Custom Range (2012-2022)	Screening Process	Total
					Title and Abstract	
1.	“Teaching Writing” AND “Learning Writing” AND “Indonesia”	Google Scholar	4.760	4.080	Teaching writing, Learning writing, Indonesia	N= 182 (articles and journals= 115), (thesis= 41), (proceedings= 28)
						Total= 182



Picture 4.4 Distribution of the Number of Publications from 2012-2022 Before Screening Stages

Based on **picture 4.4**, research on teaching and learning writing in Indonesia, there were more than five studies for theses in 2015, 2016, and 2018. Then, proceedings in 2021 will be the highest number of publications published. Meanwhile, for journals and articles from 2017 to 2022, there are more and more research studies on teaching and learning writing in Indonesia.

2. Screening Study and Assessments Process

After obtaining the identification results of the title and abstract, the author continued to carry out the research screening stages. In this process, researchers checked for duplicate articles and journals from Google Scholar. Of the 182 studies (thesis and proceedings excluded), only articles and journals will be used as research objects. This research requires reliable studies so that they can be accounted for later, so only (n= 115) remain. Results from Google Scholar (n= 115) were then retrieved (n= 11) from articles and journals from the Google Scholar platform (title and abstract screening, literature review, systematic review, and meta-analysis not included).

To check for duplication of articles and journals in Google Scholar, the author examines each page to check for duplication so that it only does it once in the following process. After checking for duplication per page, the author found no duplication from the first to the last page. Then, the articles and journals were filtered based on title, abstract, and conclusions or findings to find out the purpose of this research: how teaching and learning writing are carried out in English language learning in Indonesia. For research purposes, articles or journals irrelevant to the research will be rejected, and then the population, methods, findings, and conclusions from the research results.

For example, journals from Ulya Maliyatika et al. Are entitled “The Use of Cue Cards for Teaching Writing

of Biography Text”¹.The research title is included and adjusted to the inclusion of the research. Assessment of the abstract of the research:

“The research objective is to scrutinize whether there is a significant difference between teaching writing of biography text before and after being taught by using Cue Cards. This experiment employed one group with pre-test and post-test designs. It was conducted on the eleventh-grade students of SMA N 1 Karanganyar Demakin academic year 2017/2018 in the second semester. There were 34 students of grade XI IPS 1 taken as the sample through cluster random sampling. The data sets for this research were collected through written tests. Before cue cards were used in the treatment, the mean score was 60. After cue cards were used in some treatment meetings, the mean score was 82. The research hypothesis stated that there is a significant difference between teaching writing of biography text to the eleventh-grade students of SMA N 1 Karanganyar Demak in the academic year 2017/2018) before and after being taught using cue cards. It can be seen from the calculation of the t-test, with a degree of freedom (df) = 33, $\alpha = 0,05$, t (critical) is ± 2.042 , and t (obtained) is 8.79. The analysis showed that H_0 was denied and H_a was confirmed. Therefore, it is suggested that the English teacher keep using cue cards in teaching writing of biography text.”

The abstract above does not clearly explain the method used; for this reason, the Researcher read again in detail in the Research Method section.

“The present research is a quasi-experimental research design”. (Prominent Journal, Volume. 1, Number. 2, July 2018).

Bold text (gray color) in Ulya Maliyatika et al research method section **“quasi-experimental research design.”** Based on the research method of Ulya Maliyatika et al., experimental research is a way to look for the cause-

¹Ulya Maliyatika, et al. The Use of Cue Cards for Teaching Writing of Biography Text. (Prominent Journal.Muria Kudus University. Indonesia. 2018). Accessed Nov 25, 2023

effect relationship between two factors that appear by the researcher through elimination or deduction of another factor that can influence. The research was designed to investigate the difference between teaching writing of biography text before and after being taught by using Cue Cards. It is conducted in SMA N 1 Karanganyar Demak. The research only used one class as the sample with pre-test and post-test. The pre-test (T1) was given to the sample before the treatment, and the post-test (T2) was administered to the sample after the treatment. This meets the requirements for the research object, which must be done through empirical research (pre-test and post-test). This research also has a relationship between teaching and learning writing and the type of text used in learning writing. Articles from Ulya Maliyatika et al. were included in the results of the feasibility assessment.

Meanwhile, the second example is Fahria Rachmaida, Mutiarani's research titled "The Use of Spinning Wheel Games to Improve Students' Writing Procedural Texts²". Judging from the title, it is relevant to the research object and abstract assessment: ***"The purpose of this research is to determine whether utilizing Spinning Wheel is effective or not in improving students' writing Procedure Text. The method used in this research is descriptive research. They found a solution by describing the problem qualitatively. The result is a game that imitates the Spinning Wheel Game while teaching English writing techniques that can increase students' interest, challenge their thinking, and enable them to produce procedural texts while playing. The spinning wheel was used after the researcher explained the material about the procedure text. Students are asked to form groups, each with a different theme. Themes are randomized with spinning wheel games by web wheelofnames.com. Therefore, the game is one of the tools***

²Fahria Rachmaida, Mutiarani. The Use of Spinning Wheel Games to Improve Students' Writing Procedural Texts.(English Language Education. Faculty Science Education. Muhammdiyah University. Jakarta. Indonesia. 2022). Accessed Nov 25, 2023

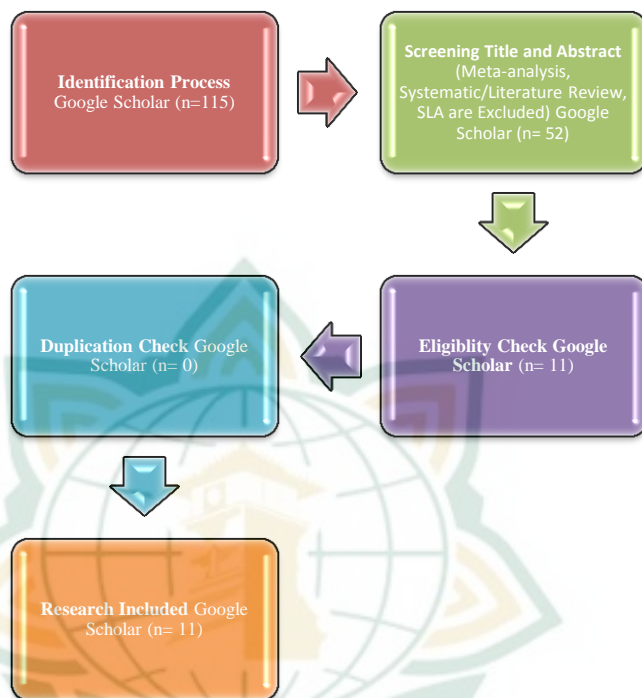
that can be used in learning English, there are many learning media for learning writing skills. One game that can be used is Spinning Wheel. By using games students can learn to write procedure texts in a fun and interesting way. The spinning wheel game can be chosen as a tool for students to write procedure texts correctly and clearly. Several researchers and high school students have evaluated this game. This game is beneficial in learning to write procedure text. These games can make students challenge their way of thinking, fun.”.(*Jurnal Pendidikan Bahasa Inggris Indonesia, Vol. 10, No. 2, September 2022*).

From the research abstract, the population is not included. Finally, the researcher looked at the population and sample section to check for a population.

*“Students of SMA Dua Mei's eleventh grade are the population of this research. There were three eleventh-grade classes at **SMA Dua Mei in the academic year 2022–2023, totaling 105 students** who were split into the Social and Science majors.”.* (*Journal of Language Teaching, Vol. 10, No. 4, October 2022*).

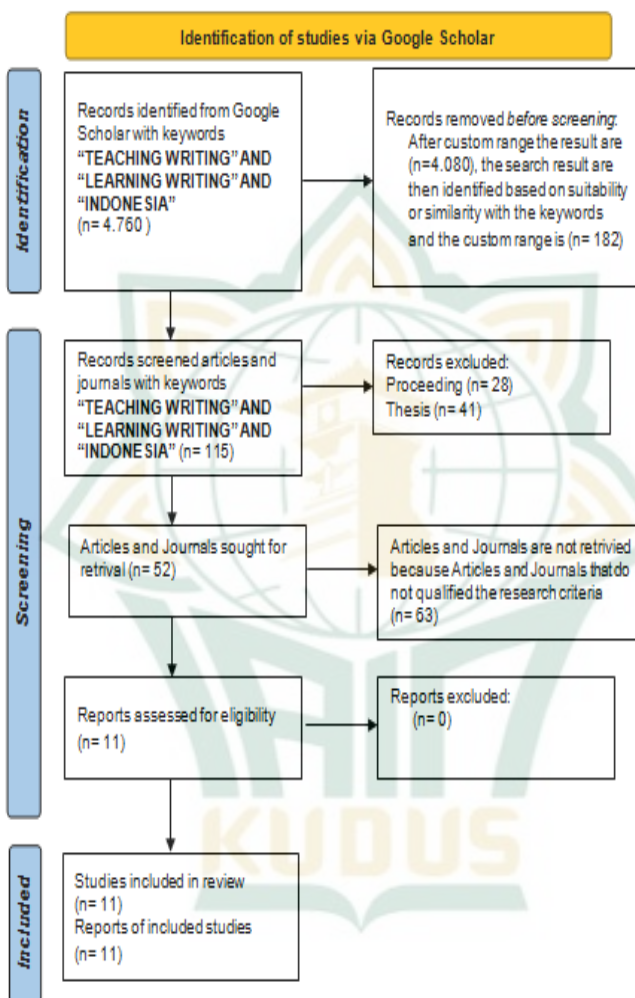
Based on research results, Teaching and Learning Writing has many methods in the learning process. The population and media also support the appropriateness of the assessment in the assessment article because it includes empirical research so it can be said that this research is involved. In the feasibility process, researchers follow the steps outlined in examples one and two. The feasibility results are (n= 11) articles and journals from Google Scholar (can be seen in **picture 4.5**), the results in this process are reported using PRISMA 2020 by Page et al³. (**picture 4.6**).

³Page et al. The PRISMA 2020 Statement. (An Update Guideline for Reporting Systematic Reviews).



Picture 4.5 Screening Process and Quality Assessment

PRISMA 2020 flow diagram for new systematic reviews which included searches of databases and registers only



Picture 4.6 PRISMA 2020 Taken from Page et al⁴

⁴Page et al. The PRISMA 2020 Statement: An Update Guideline for Reporting Systematic Reviews. Accessed Jul. 20, 2023

3. Data Extracting and Synthesis Data

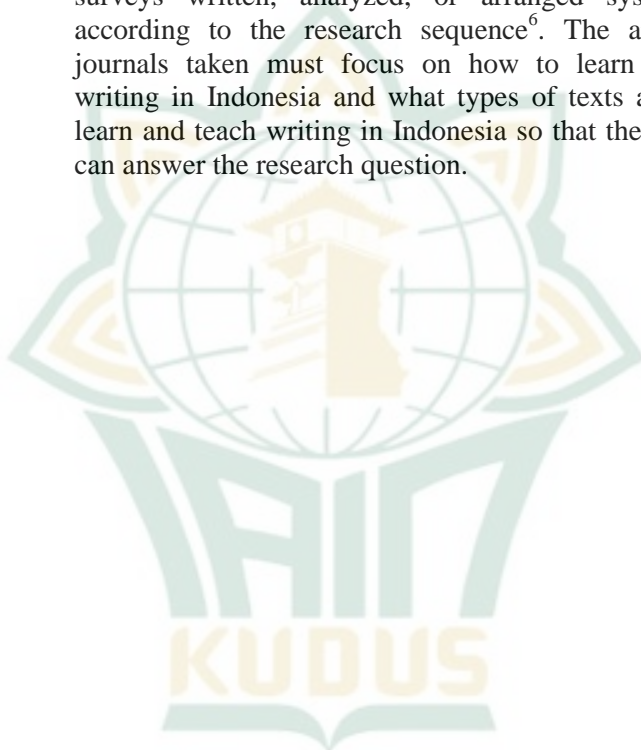
After carrying out the screening study and assessment process stage, the next step was for the author to extract data from **table 4.4**, from 2012 to 2022, 11 articles and journals discussed teaching and learning writing in Indonesia. The articles and journals that have been analyzed show that there are ten types of texts used in teaching and learning English writing in Indonesia: Descriptive text 28%, Recount text 26%, Narrative text 17%, Explanation text 4%, Analytical exposition text 2%, News item text 2%, Hortatory exposition text 2%, Procedure text 9%, Spoof text 2%, Biography text 2%. (See **table 4.3**)

Table 4.3 Percentage Distribution of Articles and Journals in Each Kind of Text

No.	Categories of Text	Kind of Text	Amount	Percentage (%)
1.	Factual text 81 %	Descriptive text	15	28%
		Recount text	14	26%
		Procedure text	5	9%
		Hortatory exposition text	4	8%
		Explanation text	2	4%
		News item text	1	2%
		Biography text	1	2%
		Analytical exposition text	1	2%
2.	Literary text 19%	Narrative text	9	17%
		Spoof text	1	2%
		Total=	53	100%

Researchers took articles and journals published in Indonesia from 2012 to 2022 because researchers only took articles and journals from SINTA (Science and Technology Index) to take data from scientific publications

carried out by Indonesian researchers or academics⁵ and following the research title, namely teaching and learning writing in Indonesia, so articles and journals whose domain addresses are taken must come from Indonesia. The articles and journals taken must also be empirical, such as observations or experiments because empirical research is considered actual or original observations based on field surveys written, analyzed, or arranged systematically according to the research sequence⁶. The articles and journals taken must focus on how to learn and teach writing in Indonesia and what types of texts are used to learn and teach writing in Indonesia so that the data taken can answer the research question.



⁵Lukman, et al. Guide Editorial Scientific Journal Management.(Ministry of Research Technology/National Research and Innovation Agency. Indonesia. 2020). Accessed Dec. 07, 2023

⁶Agustinus Mudjiman. Objective Empirical Research in Writing Papers. (Pakuan University. Bogor. Indonesia. 2020). Accessed Dec. 07, 2023

Table 4.4 Data Extracting of the Articles

No.	Title	Writer	Kind of Teaching and Learning	Method	Population	Kind of Text	Research Objectives	Research Result
1.	The Use of Cue Cards for Teaching Writing of Biography Text.	Ulya Maliyatika, et al 2018.	Cue cards (Cue Cards are a media that combines pictures, clues, envelopes, and media displayed on the wall to build students' imagination about the material related to the biography text by touching, playing, and observing directly.	Quasi-experimental.	34 participants.	Biography text (detailed description of a person's life and written by someone else).	To scrutinize whether there is a significant difference between teaching writing of biography text before and after being taught by using Cue Cards.	The null hypothesis (Ho) is rejected, and Ha (alternative hypothesis) is confirmed because t (obtained) falls in the critical region. It means there is a significant difference between teaching writing of biography text (experimental research on the eleventh-grade students of SMA N 1KaranganyarDemak in the academic year 2017/2018) before and after teaching by using Cue Cards.

2.	The Effectiveness of Numbered Heads Together (NHT) Technique in Teaching Writing Hortatory Exposition Text.	Rizqina Rachman, et al 2017.	Numbered heads together technique (cooperative learning model that focuses on group and individual responsibility for understanding the material being studied so that students play an active role in the learning process, which impacts increasing student learning outcomes.	Experimental.	60 participants.	Hortatory Exposition text (text that is aimed to persuade readers or listeners about something by giving some arguments or opinion).	To describe the effectiveness of the Numbered Heads Together technique, to know the significant difference between using numbered heads together and talking sticks in teaching writing hortatory exposition text.	NHT is adequate to be used because the result of the independent samples test showed that $t_{count} > t_{table}$ (4,139 > 0,172). It means that H_1 is accepted, and there is a significant difference between students' abilities in control and experimental classes. Moreover, NHT got a positive response from Students.
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No.	Title	Writer	Kind of Teaching and Learning	Method	Population	Kind of Text	Research Objectives	Research Result
3.	The Use of Spinning Wheel Games to Improve Students' Writing Procedural Texts.	Fahria Rachmaida, Mutiarani. 2022.	Spinning wheel games (The Spinning Wheel Game is a learning tool in which a circle is divided into several sectors. There are questions for students to answer within the sector, which are listed as a number in the circle's sector).	descriptive research	105 participants.	Procedural texts (text that helps or explains how to use or make something).	To determine whether utilizing the Spinning Wheel improves students' writing Procedure Text.	It imitates the Spinning Wheel Game while teaching English writing techniques that can increase students' interest, challenge their thinking, and enable them to produce procedural texts while playing. This game is beneficial in learning to write procedure text. These games can make students challenge their way of thinking and have fun.

4.	Teaching Writing Recount Text by Using Mind Mapping.	Muhammaad Bambang Purwanto, Boy Sandi. 2022.	Mind mapping (Mind mapping is a type of visual note-taking that provides an overview of a topic and its complex information, allowing students to comprehend, create new ideas, and build connections).	Quasi-experimental	56 participants.	Recount text (a text that retells past experiences or events).	To find the effectiveness of teaching writing by using mind mapping.	Teaching writing through mind mapping enabled learners to get higher scores based on the results of the post-test experimental and control groups. It was discovered that training tenth-grade children to write at SMA Negeri 1 Pemulutan through mind mapping to enhance writing was compelling.
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5.	The Use of Webbing Technique in Writing Spoof Text to The Class XI IPS at SMA Muhammadiyah 1 Pamekasan.	Nur JanuarIlhami. 2018.	Webbing (Webbing is the other name for mind mapping, a graphic organizing technique that builds connections between similar words or ideas).	Qualitative.	20 participants.	Spoof text (text to tell a short story or event with a humorous twist).	To find an improvement in learning spoof text through webbing techniques toward students' writing skills.	Implementing of webbing techniques in teaching spoof text has shown a good achievement.
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No.	Title	Writer	Kind of Teaching and Learning	Method	Population	Kind of Text	Research Objectives	Research Result
6.	The Use of English Movies to Teach Writing Narrative Text to The Tenth Grade Students at SMK PGRI 2 Sidoarjo.	Heru Eka Purwoko, et al. 2018.	Using English movies.	Qualitative	42 participants.	Narrative text (text that tells an entertaining story to the listener or reader).	To find out how English movies can be used to teach writing narrative text to tenth-grade students. To find out how the students respond in Learning to write narrative text by using English movies.	The result of the students' responses toward implementing English Movie learning teaching writing narrative text is outstanding.. It showed that English movies helped the students in writing narrative text and the students paid more attention to learning writing narrative text and the students.

7.	The Use of Instagram to Improve Students' Writing Skills in Explanation Text for Eleventh-Grade Students.	Cariesa Tirta Kencana, Nur Fauzia. 2022.	Instagram (a mobile application to upload videos and images).	Pre-experimental	32 participants.	Explanation text (text was written to explain how something works or happens).	To see if using Instagram may help students enhance their writing skills in Explanation Text for eleventh-grade students.	Instagram could help students improve their writing skills, especially when creating explanation texts for eleventh-grade students.
8.	The Effectiveness of Send A Problem Technique for Teaching Writing An Analytical Exposition Text.	Intan Kris Amilia, et al. 2016.	Send a problem (a technique to involve students in group discussion).	Quasi-experimental	60 participants.	Analytical exposition text (text that explains surrounding events).	To determine whether teaching writing analytical exposition text using the Send a Problem technique is effective for Senior High School students.	Teaching writing using the Send a Problem technique is more effective than conventional. The students are more motivated when taught using Send a problem technique, they can share new ideas and concepts through this technique.

No.	Title	Writer	Kind of Teaching and Learning	Method	Population	Kind of Text	Research Objectives	Research Result
9.	The Effectiveness of Using Padlet in Teaching Writing Descriptive Text.	Ilham Sukma Taufikurohman. 2018.	Padlet (Padlet, is a web 2.0 tool for interaction on a virtual wall and has been used for simple instructional tasks, as well as for more complicated tasks among experts. Alternatively, a free online bulletin board application can display information on any topic.	Convergent parallel mixed methods design.	54 participants.	Descriptive text (a text intended to describe a particular person, place, or thing).	To investigate the effects of Padlet on students' descriptive text writing Senior High School students and to find out their perceptions of using Padlet for learning descriptive text writing.	Padlet can contribute to students' mastery of descriptive text writing in the tenth grade of one senior high school in Ciamis, students' perception of the use of Padlet in developing their' descriptive text writing influenced their descriptive text writing ability, and students responded that they had a positive perception of using Padlet in their descriptive text writing.

10.	Using Feedback in Teaching Writing Descriptive Text.	Nadia Raudhotul Muthoharoh, Anita 2018.	Feedback (a strategy to improve the quality of written assignments and foster discussion. The students receive their friends' work and then review it and comment on it).	Quasi-experimental	30 participants.	Descriptive text (a text intended to describe a particular person, place, or thing).	To see the improvement of students' writing skills on descriptive text for seventh-grade students of SMP 14 Kota Serangusing the peer feedback technique.	The students are more motivated to learn English, especially in writing subjects. Peer feedback can be used in teaching writing descriptive text. The students writing on descriptive text who use peer feedback perform better than those who do not.
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No.	Title	Writer	Kind of Teaching and Learning	Method	Population	Kind of Text	Research Objectives	Research Result
11.	The Use of Documentary Video to Teach Writing News Item Text to the Grade Students in SMAN 4 Bangkalan.	Hasan Haris. 2013.	Documentary video (a factual record of events on video).	Descriptive qualitative	36 participants.	News item text (a text that informs the readers about events of the day that happened in society).	To find out how the documentary video is applied in teaching writing news items, the students' writing ability, and the students' responses toward the documentary video.	Most students said that using videos can help them release their boredom, especially in writing skills, because sometimes they feel bored with the same technique or media and can also understand the material more than the material from the textbook. Students who can produce complete news item composition with the correct generic structure of news item text, grammar, vocabulary, and mechanics, must pay more attention to content.

B. Discussion

1. How to Teach and Learn Writing in Indonesia According to Articles and Journals Published from 2012 to 2022

Teachers, students, teaching situations, and learning processes influence teaching-learning activities⁷. Teaching English is easy, but teaching writing correctly takes work. Teaching and learning to write aims to enable students to communicate both written and verbally, and understand English texts⁸. Writing is a language skill part of English lessons, one of the texts students study. Media is one of the tools needed to increase students' motivation and interest in learning. The use of learning media is a competency that teachers must master. In writing English, the media must be adapted to students' themes, objectives, and characteristics⁹. The problem students have when learning to write is that the teacher's explanation needs to be clarified. The teacher's incorrect use of techniques makes students uninterested and bored in learning to write, and the learning process becomes monotonous¹⁰.

In **table 4.4**, not all research aims to investigate or find out the differences after teaching and learning to write English texts using media or techniques directly (title and abstract. Like research from Intan¹¹, Rizqina¹², Januar¹³,

⁷Intan Kris Amilia, et al. The Effectiveness of Send A Problem Technique for Teaching Writing An Analytical Exposition Text.(English Department.Faculty of Languages and Arts.State University of Semarang. Indonesia. 2016). Accessed Dec. 01, 2023.

⁸Ilham Sukma Taufikurohman. The Effectiveness of Using Padlet in Teaching Writing Descriptive Text.(English Education Program.Faculty of Teacher Training and Education. Galuh University. Indonesia. 2018). Accessed Dec. 01, 2023.

⁹Heru Eka Purwoko, et al. The Use of English Movie to Teach Writing Narrative Text to The Tenth Grade Students at SMK PGRI 2 Sidoarjo. (Sidoarjo Teacher Training and Education College. Indonesia. 2018). Accessed Dec. 01, 2023.

¹⁰Rizqina Rachman, et al. The Effectiveness of Numbered Heads Together Technique in Teaching Writing Hortatory Exposition Text.(University of Muhammadiyah Surabaya. Indonesia. 2017). Accessed Dec. 01, 2023.

¹¹Intan Kris Amilia, et al. The Effectiveness of Send A Problem Technique for Teaching Analytical Exposition Text.(English Department.Faculty

Ilham¹⁴, Nadia¹⁵, Fahria¹⁶, Boy¹⁷, Cariesa¹⁸. The results of the overall research state that using media or techniques when teaching and learning writing texts shows effectiveness and good responses from students. (For more detailed information, see **table 4.4**). Other research also aims to determine students' effectiveness¹⁹ and response²⁰ when using media in learning writing.

Based on the results of synthesis research and data mining (**table 4.4**), teaching and learning to write English in Indonesia using media or techniques in teaching can

of Languages and Arts.State University of Semarang. Indonesia. 2016). Accessed Dec. 01, 2023.

¹²Rizqina Rachman, Vega Hesmatantya. The Effectiveness of Numbered Heads Together Technique in Teaching Writing Hortatory Exposition Text. (University of Muhammadiyah Surabaya.. Indonesia. 2017). Accessed Dec. 01, 2023.

¹³Nurjanuar Ilhami. The Use of Webbing Technique in Writing Spooft Text to The Class XI IPS at SMA Muhammadiyah 1 Pamekasan. (English Teacher.SMA Muhammadiyah 1 Pamekasan. Indonesia. 2018). Accessed Dec. 01, 2023.

¹⁴Ilham Sukma Taufikurohman. The Effectiveness of Using Padlet in Teaching Writing Descriptive Text. (English Education Program.Faculty of Teacher Training and Education. Galuh University. Indonesia. 2018). Accessed Dec. 01, 2023.

¹⁵Nadia Raudhotul Muthoharoh, Anita. Using Feedback in Teaching Writing Descriptive Text. (State Islamic University of Sultan Maulana Hasanuddin Banten. Indonesia. 2018). Accessed Dec. 01, 2023.

¹⁶Fahria Rachmaida, Mutiarani. The Use of Spinning Wheel Games to Improve Students' Writing Procedural Texts. (English Language Education. Faculty of Science Education. Muhammadiyah Jakarta University. Indonesia. 2022). Accessed Dec. 01, 2023.

¹⁷Muhamad Bambang Purwanto, Boy Sandi. Teaching Writing Recount Text by Using Mind Mapping. (Language and Education Journal. Indonesia. 2022). Accessed Dec. 01, 2023.

¹⁸Cariesa Tirta Kencana, Nur Fauzia. The Use Instagram to Improve Students' Writing Skills in Explanation Text for Eleventh Grade Students. (Surabaya State University. Indonesia. 2022). Accessed Dec. 01, 2023.

¹⁹Fahria Rachmaida, Mutiarani. The Use of Spinning Wheel Games to Improve Students' Writing Procedural Texts. (English Language Education. Faculty of Science Education. Muhammadiyah Jakarta University. Indonesia. 2022). Accessed Dec. 07, 2023.

²⁰HasanHaris. The Use of Documentary Video to Teach Writing News Item Text to The Tenth Grade Students in SMAN 4 Bangkalan. (English Education. Faculty of Language and Arts.State University of Surabaya. 2013). Accessed Dec. 01, 2023.

improve students' writing skills and provide a positive impact or good response from students. This is informed by eleven studies that have presented it (**table 4.4**). Using media when teaching English texts can help students more easily understand the material presented by the teacher²¹. With the media, it has been proven that teaching and learning will be more effective and more accessible for students to understand.

The use of media in teaching writing texts is very effective and makes teaching easier. However, the media for teaching writing needs to be adapted to the theme and learning objectives. Not all media are suitable for all types of writing learning and teachers must also be clever in choosing the method to use according to student characteristics so that students are more interested and respond well during the learning process.

2. What Kind of Text is Used for Teaching and Learning Writing in Indonesia According to Articles and Journals Published from 2012 to 2022

Based on the research results on articles and journals published in Indonesia from 2012 to 2022, it is known that texts are categorized into 2 (**table 4.3**) used in teaching and learning writing in Indonesia in 2012-2022 are factual and literary texts. Factual text describes something and presents accurate information such as Descriptive text, Recount text, Procedure text, Explanation text, News item text, Biography text, Analytical text, and Hortatory exposition text (**table 4.3**). Meanwhile, literary texts contain entertainment or fictional stories such as Narrative and Spoof texts (**table 4.3**).

Researchers took twelve studies about teaching English texts using a technique or media in this study. As stated by Heru, students in Indonesia experience difficulties in writing. Therefore, using techniques and media is needed in teaching writing so that students want

²¹Ulya Maliyatika, et al. The Use of Cue Cards for Teaching Writing of Biography Text. (Muria Kudus University. Indonesia. 2018). Accessed Dec. 01, 2023.

and feel easy when learning to write²². This is confirmed by Fahria's statement that using techniques or media can make students more challenged in thinking, feel happy, and enjoy the atmosphere while learning²³.

From the data extracting and data synthesis, the kind of text has four research objectives: (i) to find out the effectiveness of teaching writing text Intan²⁴, Rizqina²⁵, Ilham²⁶, Januar²⁷, Fahria²⁸, Boy²⁹, Cariesa³⁰. (ii) to scrutinize whether there is a significant difference between

²²Heru Eka Purwoko, et al. The Use of English Movie to Teach Writing Narrative Text to The Tenth Grade Students at SMK PGRI 2 Sidoarjo. (Sidoarjo Teacher Training and Education College. Indonesia. 2018). Accessed Dec. 01, 2023.

²³Fahria Rachmaida, Mutiarani. The Use of Spinning Wheel Games to Improve Students' Writing Procedural Texts. (English Language Education. Faculty of Science Education. Muhammadiyah Jakarta University. Indonesia. 2022). Accessed Dec. 01, 2023.

²⁴Intan Kris Amilia, et al. The Effectiveness of Send A Problem Technique for Teaching Analytical Exposition Text. (English Department.Faculty of Languages and Arts.State University of Semarang. Indonesia. 2016). Accessed Dec. 01, 2023.

²⁵Rizqina Rachman, et al. The Effectiveness of Numbered Heads Together Technique in Teaching Writing Hortatory Exposition Text.(University of Muhammadiyah Surabaya. Indonesia. 2017). Accessed Dec. 01, 2023.

²⁶Ilham Sukma Taufikurohman. The Effectiveness of Using Padlet in Teaching Writing Descriptive Text.(English Education Program.Faculty of Teacher Training and Education.Galuh University. Indonesia. 2018). Accessed Dec. 01, 2023.

²⁷Nurjanuar Ilhami. The Use of Webbing Technique in Writing Spooof Text to The Class XI IPS at SMA Muhammadiyah 1 Pamekasan. (Muhammadiyah Senior Secondary School 1 Pamekasan. Indonesia. 2018). Accessed Dec. 02, 2023.

²⁸Fahria Rachmaida, Mutiarani. The Use of Spinning Wheel Games to Improve Students' Writing Procedural Texts. (English Language Education. Faculty of Science Education. Muhammadiyah Jakarta University. Indonesia. 2022). Accessed Dec. 01, 2023.

²⁹Muhamad Bambang Purwanto, Boy Sandi. Teaching Writing Recount Text by Using Mind Mapping. (Language and Education Journal. Indonesia. 2022). Accessed Dec. 01, 2023.

³⁰Cariesa Tirta Kencana, NurFauzia. The Use Instagram to Improve Students' Writing Skills in Explanation Text for Eleventh Grade Students. (Surabaya State University. Indonesia. 2022). Accessed Dec. 01, 2023.

teaching writing Ulya³¹. (iii) to see the improvement of student's writing skills Nadia³². (iv) to find out how to apply in teaching writing Heru³³, Hasan³⁴. (See **table 4.4**).

Of the eleven articles and journals, there are ten types of text based on the articles and journals published, namely Descriptive text, Recount text, Procedure text, Explanation text, News item text, Biography text, Analytical text, Hortatory exposition text, Narrative text, and Spoof text. From the articles and journals published from 2012 to 2022, descriptive text is the most widely used type in teaching and learning writing in Indonesia (**table 4.3**). Descriptive text is a text that is intended to describe a particular person, place, or thing.

Using of descriptive text in writing learning this time is accompanied by using Padlet (online whiteboard) and Feedback (discussion). Descriptive text learning in class gets good responses from students. This is proven by research results and tests or questionnaires given to students, that students positively respond to the Padlet application in learning Descriptive text, Padlet contributes to students mastering writing Descriptive text³⁵. Students get much motivation in learning to write Descriptive text,

³¹Ulya Maliyatika, et al. The Use of Cue Cards for Teaching Writing of Biography Text. (Muria Kudus University. Indonesia. 2018). Accessed Dec. 01, 2023.

³²Nadia Raudhotul Muthoharoh, Anita. Using Feedback in Teaching Writing Descriptive Text. (State Islamic University of Sultan Maulana Hasanuddin Banten. Indonesia. 2018). Accessed Dec. 01, 2023.

³³Heru Eka Purwoko, et al. The Use of English Movie to Teach Writing Narrative Text to The Tenth Grade Students at SMK PGRI 2 Sidoarjo. (Sidoarjo Teacher Training and Education College. Indonesia. 2018). Accessed Dec. 02, 2023.

³⁴Hasan Haris. The Use of Documentary Video to Teach Writing News Item Text to The Tenth Grade Students in SMAN 4 Bangkalan. (English Education. Faculty of Language and Arts.State University of Surabaya. 2013). Accessed Dec. 01, 2023.

³⁵Intan Kris Amilia, et al. The Effectiveness of Send A Problem Technique for Teaching Analytical Exposition Text.(English Department.Faculty of Languages and Arts.State University of Semarang. Indonesia. 2016). Accessed Dec. 02, 2023.

and their performance and achievements improve after learning to write using Feedback³⁶.

In addition, Biography text is a written history of someone's life written by someone else. Biography text learning in research is integrated using Cue Cards (card-shaped media made of paper containing pictures, clues, and envelopes). Using this media increases students' interest in learning to write because the media is fascinating and colorful, exploring students' ideas through various content³⁷. It gave the students more enjoyment in the English assessment process.

Furthermore, a Recount text is a text that retells an activity or event that has been experienced or happened in the past. Recount text was used in the articles and journals using mind-mapping media. According to research results, teaching writing using mind mapping was effective, and students got better grades in learning Recount text because of the use of Mind Mapping media. Pictures, colors, and words will allow students to think with a central idea then expand on deeper subtopics³⁸.

Next, narrative text is a literary text because narrative text aims to entertain readers. From the research, the use of Narrative text was carried out using English Movies. Using of this media made students more enthusiastic about learning Narrative text, so students paid more attention to the lesson. By showing one of the English Movies, students are asked to rewrite the story according to the structure. The data from the questionnaire show that students who gave positive responses felt English Movies could help them write Narrative text, gain

³⁶ Nadia Raudhotul Muthoharoh, Anita. Using Feedback in Teaching Writing Descriptive Text. (State Islamic University of Sultan Maulana Hasanuddin Banten. Indonesia. 2018). Accessed Dec. 01, 2023.

³⁷ Ulya Maliyatika, et al. The Use of Cue Cards for Teaching Writing of Biography Text. (Muria Kudus University. Indonesia. 2018). Accessed Dec. 02, 2023.

³⁸ Muhamad Bambang Purwanto, Boy Sandi. Teaching Writing Recount Text by Using Mind Mapping. (Language and Education Journal. Indonesia. 2022). Accessed Dec. 02, 2023.

new vocabulary, and understand the plot of a story so students could write in their language³⁹.

In learning writing, Explanation text is also used in teaching and learning writing. Explanation text is the text that explains something about nature, society, and culture. The text aims to clarify why something happened. Instagram is a suitable medium to train students to write Explanation text. The use of social media makes students more enthusiastic and learning more effective because students do not need paper to submit assignments. Requires little effort and time in learning. Teaching Narrative text with social media can increase student interest and focus, and students are more involved in learning. Students have many opportunities to practice their skills on Instagram⁴⁰.

The subsequent text is the Analytical Exposition text, which explains the author's opinion in detail without influencing the reader to agree. The technique used in the learning process of writing Analytical Exposition text is Send a Problem. In this technique, students will form groups, each group gets an envelope containing a problem, and then the envelope is shifted to another group to exchange ideas about solutions or responses to the problem. By using this technique, students are more motivated to get various new ideas and concepts, this technique also helps students solve problems through teamwork⁴¹.

The sixth text is News Item text, News Item text material is carried out using Documentary Video. This technique can provide freedom and stimulate students'

³⁹Heru Eka Purwoko, et al. The Use of English Movie to Teach Writing Narrative Text to The Tenth Grade Students at SMK PGRI 2 Sidoarjo. (Sidoarjo Teacher Training and Education College. Indonesia. 2018). Accessed Dec. 02, 2023.

⁴⁰Cariesa Tirta Kencana, NurFauzia. The Use Instagram to Improve Students' Writing Skills in Explanation Text for Eleventh Grade Students. (Surabaya State University. Indonesia. 2022). Accessed Dec. 02, 2023.

⁴¹Intan Kris Amilia, et al. The Effectiveness of Send A Problem Technique for Teaching Analytical Exposition Text. (English Department.Faculty of Languages and Arts.State University of Semarang. Indonesia. 2016). Accessed Dec. 02, 2023.

imagination by not forcing them directly to write and not using boring techniques. Combining image and sound media can attract students to the material provided, provide new ideas, and eliminate boredom. In this case, students are asked to write news item compositions based on video documentation. Videos can make it easier for students to understand the material provided⁴².

The subsequent use of Hortatory Exposition text in learning writing uses the Numbered Head Together technique. Hortatory Exposition text explains a problem to influence the reader comprehensively. This technique can help during the teaching and learning process because this technique is carried out in groups then the teacher asks a question, each group is asked to discuss and provide an answer, and the group number called by the teacher will get the opportunity to answer the question. Based on the questionnaire results, students responded positively to learning Hortatory Exposition text using the Numbered Head Together technique. Students felt that the technique used made the learning process more active and motivated them to learn to write English⁴³.

Then, there is Procedural text, which is used in teaching writing in Indonesia. Procedural text is text that explains the steps to do something. In the learning process of writing procedural text, the teacher applies a game, namely Spinning Wheel. This game makes students more enthusiastic in the learning process and can help students' memory and mental agility. This game is applied by students forming groups, then the teacher opens Google Chrome and types in the Spinning Wheel web address, then students play to determine the text to be written, and

⁴²Hasan Haris. The Use of Documentary Video to Teach Writing News Item Text to The Tenth Grade Students in SMAN 4 Bangkalan. (English Education.Faculty of Language and Arts.State University of Surabaya. 2013). Accessed Dec. 02, 2023.

⁴³Rizqina Rachman, et al. The Effectiveness of Numbered Heads Together Technique in Teaching Writing Hortatory Exposition Text. (University of Muhammadiyah Surabaya. Indonesia. 2017). Accessed Dec. 03, 2023.

each group is asked to write according to the chosen theme⁴⁴.

In conclusion, Spoof is a text that discusses a funny story that aims to entertain the reader. Spoof text is used using the Webbing technique, this technique is another name for Mind mapping. The application of this technique in the learning process Spoof text shows good student achievement results, students feel happy and prosperous in carrying out the learning process because the technique used is simple to apply, and students look enthusiastic in discussing. The Webbing technique can improve students' writing abilities and skills⁴⁵.

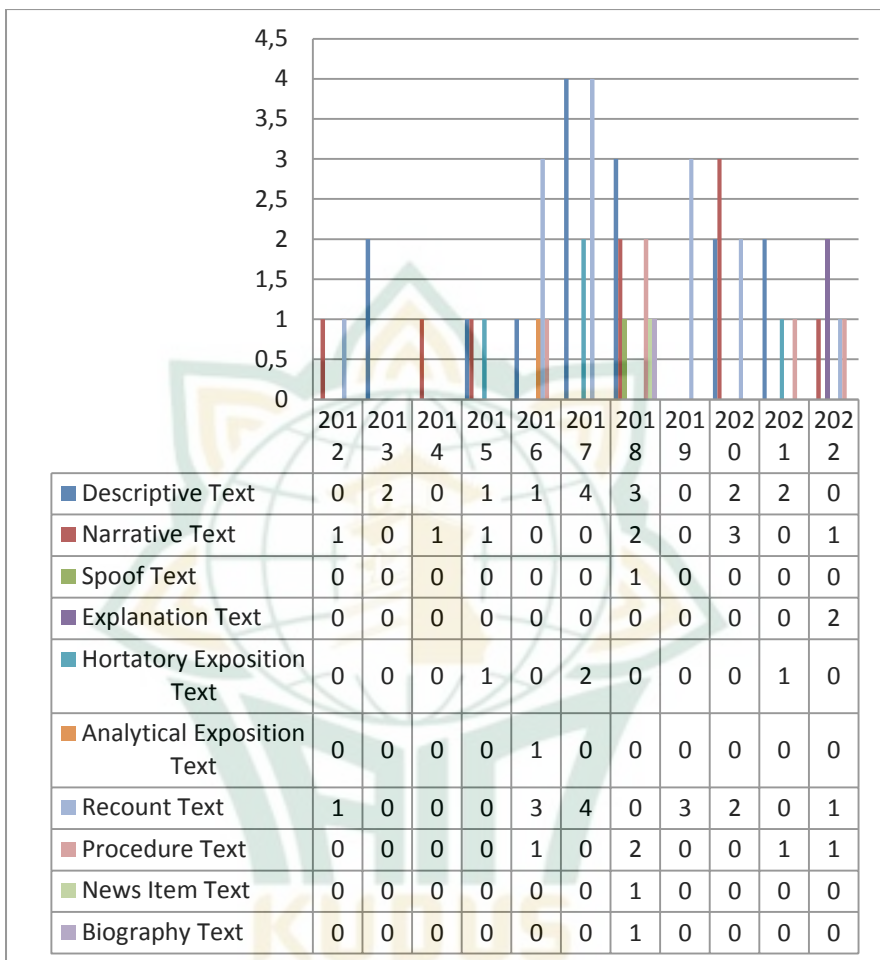
The use of methods and techniques in the process of writing texts in learning to write provides many positive things and benefits. However, there are several disadvantages in applying this technique or media based on articles and journals as follows:

1. It takes much time to prepare equipment and media.
2. Doing it requires a lot of time, resources, space, and facilities.

The shortcomings above will be easier to overcome because there are more advantages than disadvantages. Still, media and techniques can help increase students' interest and enthusiasm in learning to write English.

⁴⁴Fahria Rachmaida, Mutiarani. The Use of Spinning Wheel Games to Improve Students' Writing Procedural Texts. (English Language Education. Faculty of Science Education. Muhammadiyah Jakarta University. Indonesia. 2022). Accessed Dec. 03, 2023.

⁴⁵Nurjanuar Ilhami. The Use of Webbing Technique in Writing Spoof Text to The Class XI IPS at SMA Muhammadiyah 1 Pamekasan. (Muhammadiyah Senior Secondary School 1 Pamekasan. Indonesia. 2018). Accessed Dec. 03, 2023.



Picture 4.8 Distribution of the Number Kind of Text of Publication from 2012-2022