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# TEACHING TECHNIQUES FOR WRITING SKILLS IN THE ELEVENTH GRADE OF MAN 2 BUKITTINGGI IN THE 2018/2019 ACADEMIC YEAR

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**Abstract**

This study examines the teaching techniques used by English teachers in teaching writing skills to eleventh-grade students of MAN 2 Bukittinggi in the 2018/2019 academic year. This study was motivated by students' problems in writing, such as lack of vocabulary, weak mastery of grammar, and low learning motivation, as well as teachers' challenges in motivating students, limited instructional time, and differences in students' ability levels. This study aims to identify and describe the teaching techniques used by teachers in writing instruction. This study used a qualitative approach with a descriptive design. The research subjects consisted of two eleventh-grade English teachers at MAN 2 Bukittinggi. Data were collected through classroom observation, interviews, and document analysis in the form of lesson plans, syllabi, and learning materials. The data were analyzed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing and verification, whereas data validity was obtained through methodological triangulation. The results showed that the teachers used various techniques in writing instruction, namely programmed learning, writing based on topic, microteaching, writing based on picture, dictation, fill in the blank, writing based on template, and joint writing in a group. The first teacher more


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dominantly used a combination of programmed learning and writing based on topic, whereas the second teacher more frequently applied microteaching and writing based on topic. These techniques helped students become more active, interested, and confident in writing activities. The conclusion of this study emphasizes that variations in teaching techniques make a positive contribution to students' understanding and participation in writing instruction. The implications of this study indicate the importance of applying flexible and innovative learning techniques for English teachers to improve students' writing skills and create a more effective and engaging learning process.

**Keywords:** Teaching Techniques; Writing Skills; English Language Learning; Microteaching; Programmed Learning

## INTRODUCTION

Teaching is about the "transmission" of knowledge from the teacher to the students, or it is about creating the condition in which, somehow, students learn from themselves (Achdiani & Rusliyani, 2017). Teaching is guiding activity from someone to develope skill attitude, appreciation, and knowledge (Madjid, 2019). According to Brown, teaching is showing or helping someone to learn how to do something, giving instructions, guiding in study of something, providing with knowledge, causing to know or understand (Hikmawati et al., 2023). It can be concluded that teaching is transmission knowledge from teacher to help how to learn, to do something and guide the to learn, teacher explain the material and teacher is a facilitator and guides them if they did not understand about the material. The important in teaching learning process are teaching style, approach, method and technique (Nurzannah, 2022).

Technique for teaching English were the specific strategies used to present the language to the students. Technique became the third level of trio terms approach after Approach and Method (Albukbak & Msimer, 2021). Technique is the implementation which actually takes place in a classroom. It is a particular trick, streategy, or contrivance used to accomplish an immediate objective (Moed, 2019). Anthony state that, Technique were the specific activities manifested in the classroom that were consistent with a method ans therefore were in harmony with an approach as well. Thus technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method (Rahmawati et al., 2025). In other words, technique is classroom activities that integrates into lesson and is used on as the basis for teaching and learning. In

teaching English, technique has very important role in the success of the learning process in class, techniques tends to be primarily concerned with teacher and students role and behaviour and secondarily with such features as linguistics and subject matter objectives, sequencing and materials (Billah, 2024). Teaching technique is needed to achieve the teaching-learning purposes, because teaching will be successful if the teacher implements the appropriate technique in the class. The teaching techniques the teacher will be more creative in developing their knowledge and conveying to the students. In addition, teaching teachnique will shorten the time and the energy of the teacher, because the teacher will easily convey that is easily understood by students (Abidin, 2017).

Writing is very important for many people because it will help them understand many paragraphs written in English, either to obtain information for scientific purposes or just relaxation. Through writing, the students can enlarge their point of view of their atsmosphere and knowledge. They can also convey or write the idea, imagination, and experience into a paragraph and it can explored to become histories (Ittihad et al., 2025). Writing is frequently useful as a prepariation for some other activity. It is a process of discovering and organizing ideas, putting them on paper, and revising them. By writing, we can express our ideas well, however, to get out meaning strong, interesting and clear for to reader, this skill must be improved by practicing a lot. Because writing has many contributions for our life, we need to develop this skill (Elliyanti et al., 2020).

In senior high school, English is taught which consist of speaking skill, listening skill, reading skill and writing skill. Among the four skill writing is the most difficult skill to be learned by the students, because it needs thinking to produce word, sentences, and paragraph at same time (Siswanto, 2022). In writing there are some aspect that must be considered, like dictation, grammar etc. The objective of teaching is make students able to produce many kinds of written text. They should open their mind to develop the tittle, and then develop main idea to form the phrases, sentences and paragraph. The students also must pay attention to the word structure, grammatical rules, etc (Febrianti, 2024).

There fore the teacher many innovation and interesting technique to apply in the class that can help students to improve in writing. Besides, teacher should fulfill some requirements like teaching faculty graduated and able to educate their students Salwa, 2023). The success of teaching learning process is not only about the good teacher but also the method that the teacher used, the media of teaching learning process, and it also depends on

their students. Sometimes, teacher has the problems during the English teaching process (Rahmat & Jannatin, 2018).

There are many factor that teacher problem is faced by English teacher during English teaching process. The factors can come from the teacher themselve for example the teacher technique in teaching is monotonus, limited time, media very lack and the material (Pentury, 2017). Rohmadi state that, the teaching problem relate to internal and external condition. Internal condition includes teacher, material, interaction pattern, media and technology, learning situation and system where as external condition includes enviroment where teaching and learning process occur. It mean that internal and external condition influence the teaching learning process. The teacher has solve the problem that they are faced in teaching process especially in English teaching (Fitriani et al., 2024).

The researcher conducts a preliminary research by doing observation on 10 October and 14 October 2019 at MAN 2 Bukittinggi. The reason why the researcher choose MAN 2 Bukittinggi place for the research it was because the school was place that researcher did the ppl, researcher think that if researcher choose this school researcher would be easy to understand situation and condition in this school and researcher would be easy to got information for the research in this school. And than why teaching technique that researcher want to see in MAN 2 Bukittinggi ?, it because researcher found that writing was not only vital in order to develop their academic performance, but also contributes to their social and emitional development. Teaching writing has become difficult because of the problems faced by the students in learning writing skill. The problems that are faced by the students were lack of vocabulary, lack of grammar, less of motivation,etc. The problems faced by the students have made it problems for the teachers to teach writing skills.The problems that were faced by the teacher to teach writing skill were difficult to motivate their students, limited of time, students of diverse level ability. In order to improve students ability, teacher said that, more attention gave by the teacher to teach writing such as giving guidance and feedback (Asdar & Yoenanto, 2024). Because of that researcher want to know how the teacher gave guidance and feedback in teaching writing skill, and than the researcher interest with teacher teaching technique used in teaching skill at MAN 2 Bukittinggi. On the other hand, the researcher also found several differences that made the researcher want to examine how the teaching techniques used by the teacher in MAN 2 Bukittinggi. Where the score obtained by students were very different, between classes and other. This researcher interest why from two different class with different teacher in the same material same grade. That

make researcher want to know teaching techniques teacher used. How can the technique would influence the result of students in teaching.

Finaly, why the researcher choose eleventh grade for this research, it is because of the suggestions from the teacher to choose eleventh grade. The teacher think eleventh grade have many kind of material thats about writing skill, as we know that in senior high school they was combine all the skill in teaching english material so that in eleventh grade they still have much part in writing skill in their material than the other grade. Based on the problem above, researcher want to conduct a research to entittle "Teaching Techniques for Writing Skill at the Eleveth Greade of MAN 2 Bukittinggi in Academic year 2018/2019".

## METHODS

This research used a descriptive qualitative design aimed at describing the teacher's teaching techniques in teaching writing skills in the eleventh grade at MAN 2 Bukittinggi. The researcher acted as a non-participant observer, with the research subject being the eleventh-grade English teacher. Data were collected through two classroom observations, an interview with the teacher, and document analysis covering the Lesson Plan (RPP), syllabus, and learning process materials. The instruments used in this research were observation sheets, interview guidelines, and documents related to the learning process (Hakim, 2025).

The data analysis technique applied referred to the Miles and Huberman model, which consists of three main stages: data reduction, data display, and conclusion drawing and verification. Data reduction was carried out to simplify and focus the collected data, data display aimed to organize the data in an easily understandable form, while conclusion drawing was conducted to answer the research questions. To ensure the trustworthiness of the data, the researcher used methodological triangulation, which enabled the comparison of data from various sources and data collection methods so that the research findings were more valid and reliable (Qomaruddin & Sa'diyah, 2024).

## RESULTS

### Description of the data

The researcher described the research activity during conduct the research. Based on the data observation and interview researcher found that several technique that teacher

used in teaching writing skill at eleveth grade such as: writing based on picture, writing based on template, writing a card,dictation, writing based on topic, join writing in a group, fill in the blank, writing based on jumble word or sentence.

1. Writing Based on Picture

Writing based on picture is technique of teaching writing using images which is paired and sorted into a logical sequence. Students observe the picture which given by teacher in order to they can write the desription about the picture. Writing based on picture used to encourage the students in writing. Each student gets a picture then they have to describe the picture based on their opinion about it.

Teacher: Oke, Now please write down the description of your idol. Maybe his/her name, physical characteristics such as; the body, hair, or anything, or maybe his/her hobby. Are you understand?

Students: Yes, Miss.

2. Writing Based on Template

Writing based on template techniques is the technique which students observing the examples of text which given by teacher with another word the action of using someone or something as a model. It is used in order to make students easy to understand the form of the text. Students can imitate the example which is used by teacher, so students just change the content of the text according to teacher's instruction.

Teacher: Today, I will give you an example of invitation card.Let's see. (teacher show the example of material in power point slide). Are you understand about Invitation Card?

Students: Yes, Miss. Invitation card is a letter that used to invite someone (friends, family, parents, etc) to come in a specific event.

3. Writing a Card

Writing a card is technique which teacher ask the students discuss the material using card. This technique used in order to the students not feel bored in teaching learning process in the classroom. So the students can more interested in learning. . Teacher: Are you understand about greeting card?

Students: Yes, Miss. Greeting card is an illustrated piece of card which contained the expression of friendship to convey thanks or express other feeling.

Teacher: That's great! Now, please make a greeting card to your friends, family, or anyone else. It can be greeting card for birthday, graduation, wedding, anniversary, new years. And then write down on the paper which you bring become a card. Any questions?

Students: No, Miss.

4. Dictation

Dictation is technique when one person speaks while another person transcribes what is spoken. Dictation can be defined as technique which the teacher gives the material orally, so in this technique students should write down what the teacher said.

Teacher: Today we will discuss about instruction. Anyone knows about instruction?
Students: No, Miss. What is instruction?

Teacher: Instruction is is an expression that is used in order that other person does what we instruct or request, or giving imperative to other people for to do or not to do something.

Teacher: Okay, now listen to me, then write down the example of intruction. Are you understand? Students: Yes, Miss.

Teacher: (teacher read and dictate the example of intruction, then students copying it.) Close the door! Keep silent, please. Please keep off the grass. Back to your seat, please.!

Students: (write down their work)

5. Writing Based on Topic

Before students are going to write something, the teacher give an issue. Issue is the act of officially making something available or giving something to people to be used. The issues have to encourage the students to write. Students have to give an opinion about the issue which given by the teacher. By using this technique students can improve their knowledge in writing.

Teacher: Today we will discuss personal letter. Do you know personal letter?

Students: No, Miss. What is personal letter?

Sudents B : Personal letter is a type of letter which provides communication between a small number of people, usually two.

Teacher : Oke, now I'll ask you to write a personal letter to your friend with topic your congratulation for his/her party. Any question?

Students: No, Miss.

6. Join Writing in a Group

Join writing in a group is technique which teacher divided the students into several group or in pair. So the teacher give the material with the students, then students have to discuss with their group.

Teacher: Okey, students. Today we'll discuss about invitation card. What is invitation card?

Student A: Invitation card is a letter that used to invite someone (friends, family, parents, etc) to come in a specific event.

Teacher :Oke, now I'll divide you into 4 group in this class. Each group make invitation card, first group about wedding party, second group about birthday party, third group about baby shower and the last group about farewell party. Do you understand?

7. Fill in the Blank

Fill in the blank is technique which teacher gives a type of question or phrase with one or more words replaced with a blank line, giving the reader the change to add the missing word. For example in a text which has blank word, so the students have to write the appropriate word in order to suitable with the text.

Teacher: OK student, have you see this? This is food label. Food label is printed information affixed to a product to identify type, size, brand, manufacturer and other product-specific information in order to inform the consumer and encourage a purchase.

Teacher: Great! All of you understand the material today, right?Oke, now I'll give you a question. (teacher show the question on power point slide) This is the label, but you have to fill in the blank sentence with suitable word in order to make an appropriate label. You can use the words in the column to fill the blank sentences. Are you understand?

Students: Yes Miss.

8. Writing Based on Jumble Word or Sentence

Jumble word or sentntence is the technique which students should rearrange the jumbled word into the apropriate sentence. Or the sentence in appropriate paragraph. This technique can improve students' grammar also the vocabulary. Teacher can understand the students' structure ability in writing a text.

Teacher : Hello students, have you saw a short message?

Student A : Short message is usually less formal in which the message is given to relatives or friends.

Teacher :Okay, now I have a question for you, please open on the last pages of the paper material. This question contain short message, but this text in the form of random sentence. I'll ask you to change it into appropriate paragraph become appropriate short message. Do you understand?

Students : Yes, Miss.

All of that technique that usually used by the teacher in the school for teaching English expecially in teaching writing skill. The teacher used techniques to facilitate students' understand of material and to facilitate students' understand how to good writing English. Because writing skill one of skills in the English teaching. The writing skill was not easy to students. The students must creative in writing skill. They must have many vocabularies and understand grammar pattern. So, the teacher implement of some technique in teaching English especially in writing skill. The purpose of technique was to stimulate the students more understand the material. This technique is to develop knowledge and skill of students during learning process in the class.

**Data analysis**

1. Teacher technique in teaching writing

In first obervation researcher did with the teacher ms yenni,the researcher found that technique used by the teacher to teach writing to eleventh grade is collaboration between "programmed learning" and " writing based on topic". The teacher found this technique from experience and from internet.In the programmed learning teacher used to teach analytical exposition text. The teacher used power point to show the material about analytical exposition with projector, in this step teacher explain material in logical and tested sequence.

Teacher asked in interview,... "untuk media yang digunakan disini memang sangat membantu guru dalam menerapkan teknik pembelajaran secara efektif karena dengan adanya media yang membuat siswa begitu antusias dalam pembelajaran. Ketertarikan akan tampilan pembelajaran yang kita berikan itu saja sudah sangat baik bagi siswa dan guru sehingga nntinya akan tercipta komunikasi dua arah antara guru dan siswa jika siswa sudah tertarik dengan apa yang kita tapilkan."

Before teacher explain the material, teacher ask the students about the material first. Teacher: do you know what is the analytical exposition? Teacher asked the students this question and some of them can answer the questions the know about kind of text that teacher would explain. After that teacher explain example of text and explain how the situation text. Before teacher continue the material teacher explain the purposes and function learn analytical exposition. Than teacher star to explain the material to the students with power point that teacher had before. Teacher explain function, kind of text, and structure of text to the students.

Next, teacher give students the small text about the analytical exposition, than teacher read the text with the students. Teacher read first and after that students repeat again what the teacher. Next, techniques is "writing based on topic" we can see this technique while teacher give students the task about the material. As the writing based on topic is before students are goinf to write something, the teacher give an issue or topic. In this assignment the teacher gives each student a paper containing a different situation, the teacher gives 15 minutes to finish the assignment. After the students finish the ssignment, teacher choose some of students to read what the students write before. Then, teacher comments on students assignment teacher give explanation regarding the structure of the text that students made. Teacher also explain what the strengths and weaknesses of the students work. Teacher hoped that students can understand what is being lerned after being discussed together. Interview with teacher:

Y : Yesterday from the meeting and observations, researcher found another technique used ? apakah bisa ms menggunakan satu teknik saja dalam mengajar?

X : "untuk technique sendiri dalam bahasa inggris, ada banyak technique yang dapat kita gunakan dan banyak para ahli menyarankan untuk menggunakan technique terbaik yang dapat membantu tenaga pendidik untuk dapat lebih mudah dalam melakukan kagiatan belajar mengajar khusunnya dalam bahasa inggris. Sebenarnya untuk penggunaan technique kita tidak dapat memilih yang mana yang lebih baik untuk digunakan dalam processnya karena dalam mempelajari bahasa sifatnya sangat fleksible karena kita bisa belajar dan mengajar dengan technique yang manapun tetapi tetap harus sesuai dengan materi dan kondisi dari kegiatan belajar mengajar itu sendiri, misalnya kita mempelajari writing dengan seperti pertemuan sebelumnya, tidak mungkin guru hanya terfokus denga satu technique saja seperti writing based on templete misalnya untuk membuat siswa memahami text berdasarkan

contoh yang di berikan, seperti yang saya katakan sebelumnya bahwa pembelajaran bahasa inggris fleksible dalam pengajarannya sehingga dalam pembelajaran kita sering menggabungkan beberapa teknik untuk membuat siswa lebih tertarik dan nyaman selama pembelajaran".

Y: baik ms, apakah dalam penerapan suatu teknik ms memiliki trik khusus dalam penerapannya?

X: sebenarnya tidak ada yang khusus dalam penerapan teknik di dalam kelas, kita tetap mengikuti bagaimana aturan sebuah teknik itu harus di terapkan. Namun, yang paling penting kita perhatikan dalam penerapan sebuah teknik adalah bagaimana menyesuaikan situasi teknik dengan kelas yang akan kita aja. Memperhatikan situasi atau keadaan kelas dan kemampuan siswa juga menjadi hal penting dalam penerapan sebuah teknik".

Based on the interview above in teaching writing the teacher did not only used one technique but also combine two or more technique that the teacher though that would be effective used for teaching the material with that technique. The teacher as a person who take responsible in teaching and learning has significant role in the classroom. Based on observation and interview, could be conclude that the methods that used by the teacher was used programmed learning and writing based on topic. And by using this technique the teacher hoped students can improve their knowledge in writing skill.

The second observation researcher did with ms rinnia with same material but different class. This observation researcher saw about how teacher teach in classroom. In this case teacher did the same things as teacher before its how they start the class with same greeting. With this teacher researcher found her review about material before she start talk about new material. Teacher asked students to open book in page that have material they want to learn that day, and teacher also read tittle of the material in classroom its also about analytical expositio also same with teacher before.

With this teacher researcher see how teacher teach in classroom looks like general teacher used in teaching. Teacher explain the material to the student, and students hear teacher while teach the material teacher keep talking while she said students to open book and she read again the book in teaching English writing skill. students listen while teacher teach and explain the material but researcher found some of students can focus on their lesson but some of them not be serious with teacher explanation while teacher teach they di

something else like talk with other friends back of them. Teacher tried to make class focus again by talk to that students to silence and keep attention to the teacher again.

Teacher: "please attention class!!!"

Students: "yes ms"

After that the students can focus again with the material and the teacher continue again explain the material, after that the teacher give some exercise to the students, teacher ask students to open the book and doing some exercise in there, teacher give students 15 minutes to finish that exercise. That activitie doing by him self. While the students doing their activitie the teacher walk into their and watch what the students do in that activitie. Techer said while walk into students table what they not understand about the material. Teacher said: its oke students, do you have any problem with it?

Some students said they had no problem, and some of them said they need some help. Teacher came to the students and help students by explain how to do the activity. Next, after the students finish doing their assignment teacher asked them to came infront of the class to submite the assignment. After check the students book teacher choose some of students and call them infront of the class and asked students to write down again their assignment in whiteboard. Students come to the class and start to write.

Students finish and said to the students to see what their friend make before and explain to the students about their friend make, teacher did that to make students more understand from what their friend make. And then they can learn more from their friend. As like teacher said interview:

Teacher: "Dalam proses yang kita lihat sebelummya di kelas itu bertujuan agar siswa lebi mudah memahaminya karena yang menulis contoh di papan tulis tersebut adalah temannya, karena guru merasa bahasanya lebih sederhana dan mudah dipahami sehingga dapat membantu mereka untuk lebih memahami pembelajaran yang di berikan."

From the observation above researcher can conclude that teacher used "Writing based on the topic" that we can see while teacher explain about the material teacher read some issue with the students in the books and explain about that issue then teacher ask to the students again to make assignment that related to the issue or example that teacher give before. Next researcher found teacher have not special teaching technique that technique teacher used was "micro teaching technique", that technique is set of teacher teching

behavior this technique how teacher ability in teaching, like teacher explanation skill, illustrating and example skill, reinforcement skill, stimulus variation skill, classroom management skill, blackboard skill. all of this should teacher have in micro teaching technique and teacher teaching technique will make result of students learning process will be good.

## DISCUSSION

Teacher teaching technique is what activity teacher did in the classroom in teaching process. According to the three theorie that researcher used to found what teacher teaching technique for writing skill at eleventh grade. That from "Brown, Vijayalakshimi, and O'Day. Teacher need teachniques in teaching English to make teaching process more attractive to students to focus on learning. Technique are also used to make it easier for the teacher in the teaching process, because in the teaching process teacher also adjust the techniques they will use in each material to be delivered. In this case we had see the teacher teaching technique in teaching writing. we got to see teacher teaching technique in teaching english in the classroom, and than we also got see the teacher teaching teachnique in teaching process while the teacher had to have online class because of the pamdemic  before.

In this reasearch class researcher can observe two English teacher in English class, first teacher its the teacher with the technique Writing Based on Topic" and "Programmed Learning". Writing based on topic is most teacher used this technique in teaching because this technique use like teacher give some topic to the students or issue and than students will tell again about the issue or topic with writing with their own word and this technique usually will help students in learning writing skill, and this technique that used by the first teacher. Programmed learning, this technique which help students work succesfully because this technique used material in textbook, teaching machinw or computer and projector this shown material to the students with creative way that will make students focus on teaching process even more while students teaching writing need full concentration from the students. After the teacher did each step from programmed learning teacher give students questions to test their comprehension. If the students answer with the correct answer it is mean students understand show good result in knowledge process. This technique researcher saw have good respons from the students, students look more active and have good result after teacher give students some test.

Second teacher "Writing Based on Topic" and "Micro Teaching Technique". Writing based on the topic is like we talk before from the first teacher, the teacher will give students the topic or issue and than the students will write about the topic by their own language. And the second teacher also used the micro teaching teachnique this technique from M. Vijayalaksmi he said that micro teaching technique it is essential to practise the teaching skill become better teacher. From this technique the teacher should have a good skill in control the teaching process. While did the observation researcher saw the teacher with this technique and researcher feel like students looks like not focus with the teacher, because teacher talk infront of the class and ask students to listen and see their text book, while teacher still talk about the material some of students have another activity with friend its like teheir not interest with the material that teacher give to them. Teacher try to ask the students to focus but students still trying to doing their activity before.

The implications of this study indicate that the use of various teaching techniques such as "programmed learning," "writing based on topic," and "microteaching" can help students understand writing material more easily and provide references for English teachers to develop effective teaching strategies in overcoming issues related to student motivation, time limitations, and varying levels of ability.

This study has limitations that need to be considered, namely the limited generalizability because it was conducted only in the eleventh grade of MAN 2 Bukittinggi in the 2018/2019 academic year with one teacher as the research subject, the use of a qualitative descriptive method that does not measure the effectiveness of the techniques quantitatively in improving students' writing skills, limitations in the data which were collected only through two observations and interviews, and the fact that it has not yet considered other factors that may influence the success of teaching writing, such as students' backgrounds, school facilities, or the curriculum used.

## CONCLUSION

Based on the result of the research, the researcher can be conclude that as follow, Techniques that used by English teacher to teach writing at eleveth grade in MAN 2 Bukittinggi 2018/2019 After describing and analyzing the data, the writer draws the following conclusions, as follow: The English teachers at MAN 2 Bukittinggi use various techniques in teaching the students writing skill. The classroom technique has each purposes in teaching-

learning process. By using various classroom techniques can make the students interested and enjoyed in teaching-learning English. The students become more active and creative especially in teaching writing skill. Researcher can said that now matter how good the technique, it will not run well without teacher who is able to process and create the techinique properly so that it can make it easier for teacher to teach writing. Teacher expertise was also required to used teaching technique. Based on the result, classroom technique used by the teacher of MAN 2 Bukittinggi is varied and effective to improve students' English writing skill. The first teacher used technique " Programmed learning" and "Writing based on topic in teaching writing and also make students have good result in teaching writing process. The second teacher used "Writing based on topic and "Micro teaching technique". That technique teacher used in teaching writing skill help students to easier in writing skill. teacher and students are made easy by technique in teaching process. Although there are still techniques that cannot make students focus in learning, it all depends on hoe a teacher uses teacniques in the classroom so that a varied and enjoy in learning process.

This study contributes to the field of English language education by identifying effective writing teaching techniques in the context of State Madrasah Aliyah, particularly the use of the "programmed learning," "writing based on topic," and "microteaching" techniques, which have been proven to help students overcome writing skill problems such as limited vocabulary and grammar knowledge.

Future researchers, it is recommended to conduct experimental or quasi-experimental studies that measure the effectiveness of these techniques quantitatively, expand the scope of research across various educational levels and different school contexts, and develop teacher training modules based on these techniques to improve teachers' pedagogical competence in writing instruction.

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