

IMPROVING STUDENT WRITING SKILLS USING THE ENGLISH TEXTBOOK "WORK IN PROGRESS" FOR TENTH GRADERS.

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Received : April 10, 2026

Revised : May 25, 2026

Accepted : June 8, 2026

Abstract

A study conducted by Rizqu Robbik Al Amini analyzed the use of the English textbook "Work in Progress" for teaching writing to tenth-grade students at SMA Darussalam Kandanghaur. This research used a qualitative descriptive method, gathering data through interviews, observations, and documentation from students, teachers, tutors, and the headmaster. The findings revealed that students were motivated to write when topics were relevant to them, yet they still faced challenges such as limited vocabulary, grammatical errors, and difficulty in organizing ideas. Nevertheless, the textbook proved effective, especially when teachers employed innovative teaching strategies, provided step-by-step guidance, and utilized digital platforms like Google Classroom. With support from the school and extracurricular activities like the English Club, the textbook became an essential tool in improving students' writing skills.

Keyword : *Teaching Writing, English Textbook, Work in Progress*

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INTRODUCTION

Language is system which is used by people in their communities to communicate in speech and writing to convey the ideas, thoughts, opinion, and feeling to others. People make interaction and communication in order to fulfill their needs. In other words, language is a means of communication, according to Prasasti (2016) "Language is the identity of a country as a tool for communication. Everyone needs language when interacting, expressing ideas and opinions and other social relationships". Human knowledge may be obtained from the results of their own learning. However, it is important to know that in this learning, there is the contribution of Allah SWT, a substance that knows everything, who teaches humans through the qalam. As Allah says in the Qur'an

الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

(The Essence) who teaches (humans) through the medium of qalam, teaches humans what they do not yet know (QS. Al-Alaq: 4-5)

Based on some statements above the researcher conclude that language is a main tool to interact, exchanging meaning and communicate with

others language is simple but it contains many meaning, in other words language is simple but meaningful. Meanwhile the Oxford Advanced Learner's Dictionary of Current English, defines languages as the system of sounds and words used by humans to express their thought and feeling. According to Muliastuti (2014). In learning English There are four language skills to develop when learning English: speaking, reading, and writing. For pupils to utilize English both actively (excellent) and passively, they must acquire four English language abilities. Along with listening, speaking, and reading, teachers must impart writing as effectively as possible to their students. In actuality, a lot of pupils still have trouble with writing. They frequently make grammatical, spelling, vocabulary, and punctuation errors. Students do writing activities to hone their writing abilities. Numerous assignments can be given to students via learning resources like textbooks. Textbooks are a useful tool that can support the teaching and learning process for both teachers and students. In Indonesia, English has traditionally been regarded as a foreign language. It has a unique place in the academic program. In this regard, Indonesia has established the study of English as a foreign language in all levels of education, from elementary to high school. Teachers can use a variety of teaching resources as a source for teaching and learning

Activities in the classroom to help them carry out instructions and accomplish content objectives. Textbooks, modules, handouts, brochures, and booklets are examples of printed instructional materials. Non-print materials include movies, tapes, CDs, the internet, and computer-based resources. Textbooks are one of the materials that are frequently used. There are significant benefits to using English textbooks for both teachers and students. It serves as more than just a teacher's manual for presenting content; it also offers the necessary inputs through a variety of explanations and exercises. On the student's end, it influences how they approach the topic and how well they do. It is true that students will participate more in class if they enjoy their textbooks. According to Urip Sulistyo (2016), the most crucial part of using textbooks is for teachers to make an effort to get students interested in the material they will be exposed to. In addition, it gives pupils a wonderful opportunity to speak English in class. Textbooks serve as a means of delivering information as well as a place where students can practice skills including vocabulary, grammar, listening, reading, speaking, and writing. In short, because they are based on the needed curriculum, act as a guide for teachers executing the curriculum, and give students opportunities to study, textbooks are helpful.

According to Minister of Education Regulation (2016), a textbook is the main learning source for achieving basic competencies and core competencies and is declared suitable by the Ministry of Education and Culture for use in educational units. It is equipped with learning media that are compatible with and understandable by users in schools and colleges so that it can support any teaching program. According to a different description from Definition of textbooks and types of textbooks according to expert opinion" (2023), namely

a book prepared for the learning process, and contains materials or subject matter to be taught.. The teaching and learning processes can use the textbook. According to Sherman (2016), The textbook is the main carrier of the curriculum and represents the dominant role in school subject teaching and learning. They 3 have a number of key benefits, including the following: (a) they give programs structure and a syllabus; (b) they aid in standardizing instruction; (c) they uphold quality; (d) they offer a variety of learning resources; (e) they are effective; (f) they can provide useful language input and models; (g) they can train teachers; and (h) they are visually appealing. There are certain drawbacks, though, including the possibility that they use non-authentic language, distort the material, do not take into account students' requirements, demotivate teachers, and (e) they cost a lot of money. According to Kuntarto Eko (2017), Writing development cannot be separated from written language development. This is due to the requirement to produce and arrange ideas using suitable terminology, sentence structure, and paragraph organization, as well as to convert such thoughts into a text that is readable. Writing, according to another definition from Yunus (2014), Writing is an activity to convey communication messages using written language as a tool or medium.

A textbook, according to Haifa Afifa (2014), textbooks in a particular field of study, which are standard books, compiled by experts in that field for instructional purposes and objectives, equipped with teaching tools that are harmonious and easy to understand by users in schools and universities so that it can support a teaching program. Tomlinson (2014) claims that a textbook is one type of media that includes the essential information that has already been developed and organized in a book for students to utilize during a course. In other words, textbooks are a category of printed materials that play a significant role in the teaching and learning process. Textbooks can aid teachers and students in making the teaching and learning process more effective. Researchers are interested in examining English textbooks for this project. Only the analysis of writing exercise is the focus of this study. Study picked the English textbook "Work in Progress" from the Ministry of Education. This is a unified English textbook for senior high school students in the tenth grade. This book was created using the Independent Curriculum as a guide. It is intended to improve students' writing skills and understanding of studying English. Analysis of Writing Exercises in English Textbooks for Tenth Grade at Senior High School is the title of the research paper that the author chose to write. Writing is a language skill that English teachers should emphasize to their pupils, not only because it is included in the curriculum but also because it is one of the components of learning English. However, teaching writing is challenging and complex, requiring mastery of both conceptual judgment and theoretical and grammatical strategies.

Writing abilities are highly important, thus the instructor should pay close attention to the writing tasks in the textbooks they utilized in the

classroom. If the writing tasks in the textbook can help students enhance their writing abilities, the teacher should look into it.

The reason for choosing the topic because writing extremely significant in the field of science, According to Jamaris (2015) put forward the problem that often raised in teaching writing is students' lack of ability to write well then phenomenon faced today is students "find difficulties in their writing, when student write sentence, the sentence must be accordance with the grammar" .

Therefore, to overcome this problem, students must learn to write more because their abilities in terms of language use and mechanics are still low and teachers must provide more opportunities for students to practice writing and develop strategies, media and learning methods that focus on aspects the use of language and mechanics that will improve students' abilities, especially in writing English practice books.

According to writers experience when the visited Senior Darussalam Kandanghaur. The writer find teaching writing utilizing are Students often find writing assignments uninteresting or irrelevant so Students in a single classroom often have varying levels of writing proficiency and Students may not get enough practice writing, especially in various genres and for different purposes.

METHOD

Related to the purpose of this study, the authors used qualitative research which was conducted using document analysis for data collecting technique. According to Nazir Descriptive research method is a method of researching the status of a group of people, an object, a condition, a system of thought, or a class of events in the present with the aim of creating a systematic, factual and accurate description, picture or painting of the facts, characteristics -the nature and relationships between the phenomena being investigated. Mukhtar states that Qualitative descriptive research method is a method used by researchers to discover knowledge or theories regarding research at a certain time. That is, the data in this study were analyzed in the form of descriptions and identification or text analysis. Qualitative research prioritizes data analysis. The data in this study were analyzed in the form of description and identification or text analysis. In this study, the authors analyzed writing exercises in an English textbook entitled "Work in Progress" for SMA. The authors chose a qualitative descriptive design because the authors wanted to analyze whether the writing exercises in the Textbook "Work in Progress" complied with the criteria of writing tasks as suggested by Raimes and independent curriculum.

FINDING AND RESULT

SMA Darussalam Kandanghaur is a private secondary school located on Jl. Raya By Pass Kertawinangun, Kab. Indramayu. The location can be easily accessed by people because of its strategic location, namely near the Pantura highway.

This private high school was first established in 2016. At this time, Darussalam Kandanghaur High School used the 2013 MIPA and Independent High School study curriculum guide. SMA Darussalam Kandanghaur has a principal named Tajudin Arifin, M.Pd and school operator Syafi'i Muhammad Subhi, S.Pd.

This high school is under the supervision of the ministry of education, culture, research and technology. and under the auspices of the Najahiyah Nambangiyah Foundation. Darussalam Kandanghaur High School is accredited grade A with a score of 92 (2019 accreditation) from BAN-S/M (National Accreditation Body) for Schools/Madrasahs.

The Darussalam Kandanghaur High School activities are carried out at the Darussalam Al-Qur'ani Indramayu Islamic Boarding School itself by utilizing classroom facilities. The learning system is held five days a week. Lessons are held in the morning, and school leaves around 3 in the afternoon.

At this school the learning schedule coincides with religious material, because this school is under the auspices of the Darussalam Al-Qur'ani Islamic Boarding School. and the place is also comfortable and neat so that students feel at home and focus on getting the material

After explaining the background to the research, the theories that have confirmed the research, and the research methods used, this chapter explains the results of the research. The research results will be explained based on the results of interviews, observations and documentation. The discussion in this chapter was obtained through the results of data collection through documentation studies, observations, interviews with informants needed in the research, as well as discussions focused on the problems studied. In this research results and discussion chapter, we will explain various things regarding the results of interviews in June 2024 which were conducted at SMA Darussalam Kandanghaur. Related to learning English at SMA Darussalam Kandanghaur in understanding writing exercises for students. This research uses a qualitative approach with descriptive methods.

According to Nazir, "the descriptive research method is a method of researching the status of a group of people, an object, a condition, a system of thought, or a class of events in the present with the aim of creating a systematic, factual and accurate description, picture or painting regarding the facts. facts, properties and relationships between the phenomena being investigated".

The qualitative descriptive analysis method is a research method carried out to describe processes or events that are currently taking place in the field which are used as research objects, then the data or information is analyzed so that a solution to the problem is obtained.

The analysis stage carried out by the researcher is making a list of questions for interviews, collecting data, and carrying out data analysis which is carried out by the researcher himself. To be able to find out how to learn to write in English books, work in progress by Darussalam Kandanghaur High School students in understanding and knowing the writing learning material in

English.

Tabel 4.1 Interview Script 1 (For Student)

Student	Question	Answer
Muhammad Fahri Al Fajri	How has your experience been learning to write English so far?	"My experience learning to write in English was quite enjoyable. The teacher always guided me step by step, allowing me to express my ideas more clearly."
	How does your teacher guide you when doing writing assignments?	"If I have difficulty, the teacher will accompany me personally and provide examples of good writing so that I can write more clearly."
	What are the most common difficulties you experience when writing English assignments?	"My biggest difficulty is usually in constructing sentences with correct grammar and choosing the right vocabulary."
	Do you find writing fun or boring? Why?	"Writing is quite fun, but sometimes it is also challenging because I have to pay attention to proper grammar and vocabulary."
	Have you ever used digital media or applications to practice writing?	"Yes, teachers sometimes use Google Classroom or an LMS platform to send out writing assignments and provide feedback digitally."
Prasetyo	What type of writing assignment do you most often do in English class?	"In class, I usually write essays or paragraphs to practice developing ideas, as well as summaries of the reading material given by the teacher."
	Does the teacher provide clear examples or writing steps?	"The teacher provided examples and writing guides, making it easier for me to understand how to structure ideas and sentences correctly."
	How do you usually overcome these difficulties?	"Usually I ask the teacher to explain the difficult parts or ask for examples so I can write correctly."

	Does the teacher give you writing assignments that are interesting or suit your interests?	"Yes, teachers often give writing assignments on topics that are interesting or in line with our interests, for example stories, personal experiences, or hobbies."
	How has digital media helped you improve your writing, if at all?	"With a platform like Google Classroom, I can immediately see the teacher's comments and suggestions, so I can improve my writing more quickly."
Muhammad Khoirul Nizam	Do you find the writing assignments your teacher gives you easy, moderate, or difficult? Why?	"I find the writing assignments moderate because sometimes the topics are interesting, but I still need to think carefully about grammar and vocabulary."
	How often do teachers give you feedback to improve your writing?	"The teacher usually gives feedback every time we hand in a writing assignment, so I can correct any mistakes right away."
	Do you feel that your teacher has helped you enough in overcoming your writing difficulties?	"Yes, the teacher always guides me step by step, gives examples, and provides clear feedback so I can improve my writing."
	How do you express your ideas or creativity in writing?	"I usually write about things I enjoy, like hobbies or fantasy stories, to make my ideas flow more easily and make writing more enjoyable."
	can you explain the material again?	Yes, I can explain a little about the material, the essence of which is learning about writing, how to do practice questions so that we get used to it
Muhammad Fakhri Khoirul Sidik	Do You Understand the Lesson?	Yes, I understand the lesson
	Do you know what the lesson about athlete and sports description?	I didn't know before, but after I had this material, I knew

	What is your experience when you get new material?	I realize that high motivation will help me stay focused and enthusiastic in facing learning challenges.
	Can the teacher explain the explanation well?	The teacher teaches well, according to the material taught
	can you explain the material again?	The material taught earlier was about sports and athletes and was one of my favorite materials
Israfil Azizi	Do you feel challenged, enthusiastic, or anxious?	"I feel challenged because writing assignments make me think creatively and try to convey ideas well."
	Do you write straight away, create an outline, or look for writing examples first?	"I usually create an outline and look for examples first, then write a draft, so that the writing is more structured and clear."
	Which part of the writing process do you find most difficult?	"The hardest part is usually using correct grammar and choosing the right vocabulary to express ideas."
	What helps you the most when writing?	"What helped me the most was the teacher's guidance, especially when explaining the steps of writing and giving examples of good writing."
	How often do you ask for help or input from your teachers or friends?	"I often ask for help or input from teachers, especially when I have difficulty organizing ideas or using correct grammar."

Tabel 4.2 Interview Script 2 (For Teacher)

Teacher	Question	Answer
Mr. Syafii Muhammad Subhi, S.Pd	How do you guide students in compiling English writing assignments?	"I use learning applications and digital media to highlight vocabulary and grammar mistakes so students can learn to write better on their own."
	How do you help students overcome difficulties in grammar, vocabulary, or	"I often provide writing exercises focused on grammar or specific vocabulary, as well

	organization of ideas?	as paragraph organization exercises so that students get used to organizing ideas coherently."
	How do you provide constructive feedback so students can improve their writing?	"I provide clear and specific feedback, such as pointing out grammatical errors, inappropriate vocabulary usage, and suggestions for improving paragraph structure, so students know what needs to be fixed."
	Do you use digital media or certain applications for writing practice?	"Saya menggunakan platform seperti Google Classroom atau Learning Management System (LMS) untuk memberikan tugas menulis, menerima draft, dan memberikan umpan balik secara cepat."
	What is the biggest challenge you face in teaching English?	The biggest challenge in this era is that technology is developing rapidly, so teachers inevitably have to adapt in the future and innovate in learning so that students are interested in learning.

Tabel 4.3 Interview Script 3 (For Tutor)

Tutor	Question	Answer
Mr. Bangkit Mukti Cahyono	How do you usually guide students in compiling English writing assignments?	"I usually guide students through step-by-step steps: starting from brainstorming ideas, creating an outline, writing the first draft, and revising and editing before submitting the assignment."
	What are the most common obstacles students face when working on writing assignments?	"The most frequent challenges encountered by students are grammatical errors, a lack of vocabulary, and trouble organizing ideas clearly."
	How do you objectively assess students' writing	"I usually use a scoring rubric tailored to the learning

	assignments?	objectives. Each aspect of a student's writing is graded on a specific scale, making it easy to compare and transparent."
	Are there any techniques to help students find writing tasks more engaging?	"Yes, in order to get students more interested in writing, I usually try to make writing topics relevant to their interests or current issues."
	What role does technology play in helping students correct writing errors?	"Technology also makes learning to write more engaging, for example through blogs, discussion forums, or creative writing apps, so students are motivated to write and correct mistakes in a fun way."

Tabel 4.4 Interview Script 4 (For Headmaster)

Headmaster	Question	Answer
Mr. Tajudin Arifin, M.Pd.	What are your views on the importance of writing skills in learning English in our school?	"I believe that English writing skills are crucial because they not only train students to express their ideas and thoughts in a structured manner, but also help improve vocabulary and grammar mastery. Writing skills are key to students' ability to communicate effectively in written form, which is undoubtedly very beneficial for both further study and the workplace."
	What methods does the school use to help pupils become better writers, particularly when it comes to essays or other writing assignments?	"The school's strategy includes intensive mentoring from teachers on every writing assignment, the use of digital media such as grammar correction apps, and collaboration between students through peer review activities so they can provide feedback to each other."

	Does the school have special programs (e.g. English Club, Writing Workshop) that support students' writing skills?	"Yes, the school offers a number of support programs, like the English Club, which gives students a more laid-back setting outside of class to practice writing and speaking English."
	What is the role of teachers in guiding students to write well according to English rules?	"The teacher's role is crucial, not only in assigning writing assignments but also in guiding the brainstorming process, giving students detailed feedback so they can fix their mistakes, and providing examples of good writing."
	Does the school provide workshops or training to instructors to enhance their writing instruction?	"We provide training in the use of digital media, such as grammar correction apps and online learning platforms, so teachers can be more creative and innovative in teaching writing."
	How do schools assess the effectiveness of writing instruction in the English curriculum?	We employ summative evaluations like essay tests or reports in addition to formative ones like daily writing assignments, journals, and projects. In this manner, we may assess how well pupils have grasped the curriculum's writing requirements.
	What obstacles do teachers and students typically face in teaching writing, and how can schools help overcome them?	"The obstacles teachers and students often face are limited vocabulary, difficulty with grammar, and a lack of motivation to write. Schools help by providing additional teaching materials, training, and activities that motivate students."
	Which type of evaluation do you believe is most suited to gauge pupils'	"We assess through formative assessments such as daily assignments, journal entries,

	writing proficiency?	or essay drafts, and summative assessments such as written exams or final projects. This combination creates a more comprehensive assessment."
	How much do educational resources (such digital media, language labs, and libraries) aid in the study of writing?	"Students can use the language lab to practice writing and reading, as well as the library to expand their vocabulary and reference materials. Teachers also use digital media to provide interactive writing materials and exercises."
	What are your expectations for students' writing skills at the end of this level of education?	"I hope that students will be able to write well and confidently, using correct grammar and appropriate vocabulary, and expressing their ideas and opinions clearly and creatively."

Source : Personal Documentation

English learning in 10th grade focuses on the development of four language skills (listening, speaking, reading, and writing) in a more integrated and in-depth manner. The material covered includes functional and narrative texts, such as descriptive text, recount text, and narrative text, as well as communication expressions in social contexts.

With the Independent Curriculum approach, learning is directed at developing both language competency and character, such as critical thinking, creativity, and collaboration. Students are also guided to understand and use English in academic and everyday contexts.

In general, 10th-grade students showed positive progress in understanding language structures, expanding their vocabulary, and increasing their confidence in communication. Learning success was greatly influenced by engaging methods, the use of digital media, and active student engagement in the learning process

The findings of this study highlight several important aspects related to the teaching and learning of English writing at SMA Darussalam Kandanghaur. Data were obtained through interviews with students, teachers, tutors, and the headmaster, supported by observations and documentation.

CONCLUSION

The analysis of writing exercises in the "Work in Progress" English textbook for tenth grade confirms its adherence to the principles of the Independent Curriculum (Kurikulum Merdeka) and the criteria proposed by Raimes. The findings indicate that the textbook provides a diverse range of writing tasks that are well-aligned with the goals of developing students' writing proficiency in a holistic manner. The exercises promote not only mechanical skills but also critical thinking and self-expression.

Based on the research findings in the document, students' understanding is fostered by:

- **Interactive teaching methods:** This approach helps students actively engage with the material.
- **Technological integration:** The use of technology supports the learning process.
- **Character-based approaches:** The inclusion of character education helps create a supportive learning atmosphere.
- **A comfortable and neat learning environment:** The document states that the physical environment helps students "feel at home and focus on getting the material."

According to the "Overall Findings" section of the document, students' abilities in doing tasks and exercises are characterized by:

- **Gradual improvement:** The study notes that students "showed gradual improvement in writing skills."
- **Challenges:** Students faced some challenges, specifically in "vocabulary, grammar, and discipline."

Furthermore, the study confirms that the textbook serves as an effective tool for teaching English writing. The variety of tasks—including writing practice, editing exercises, and peer review—is designed to accommodate different learning styles and levels of proficiency. The inclusion of collaborative activities, such as peer review, is particularly valuable as it encourages students to engage with their peers and develop constructive feedback skills, which are crucial for improving writing. In essence, the textbook successfully integrates the theoretical principles of effective writing instruction into a practical and user-friendly format, making it a suitable and supportive resource for both teachers and students

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