

**Exploring English Teacher's Strategies A Case Study at Nurul Jadid  
Junior High School**

*Skripsi*

**Presented to**

**Undergraduate Program**

**English Education Program**

**Nurul Jadid University**

**in partial fulfillment of the requirements for the degree of**

***Bachelor in English Language Education***



**By**

**Elvina Muhvita Wardani**

**NIM 1942300017**

**NURUL JADID UNIVERSITY  
UNDERGRADUATE PROGRAM  
ENGLISH EDUCATION PROGRAM**

**2025**

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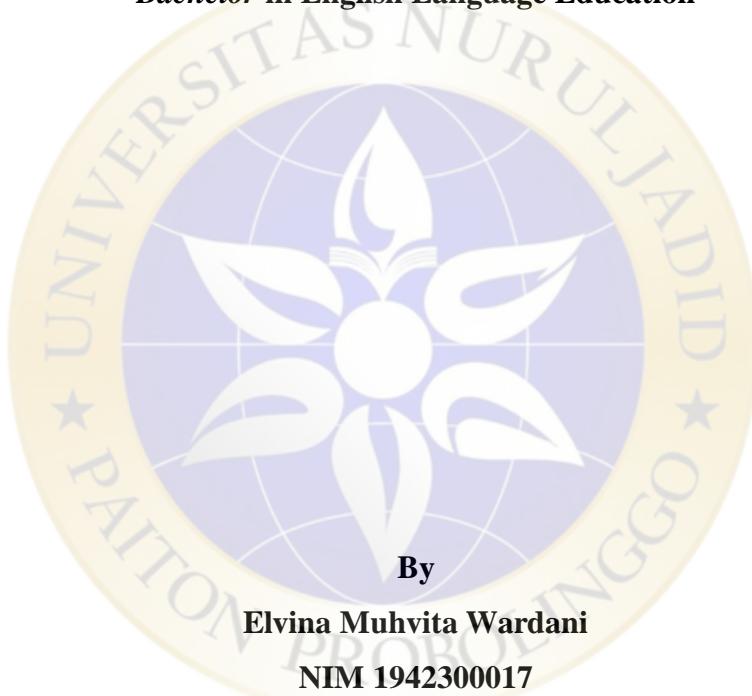
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2025**

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Telah dipertahankan di depan Sidang Tim Penguji Tugas Akhir Fakultas Sosial dan Humaniora Universitas Nurul Jadid Paiton Probolinggo pada hari Kamis tanggal 8 bulan 8, tahun 2017 dan dinyatakan lulus serta telah direvisi sesuai dengan saran Tim Penguji.

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## **MOTTO AND DEDICATION**

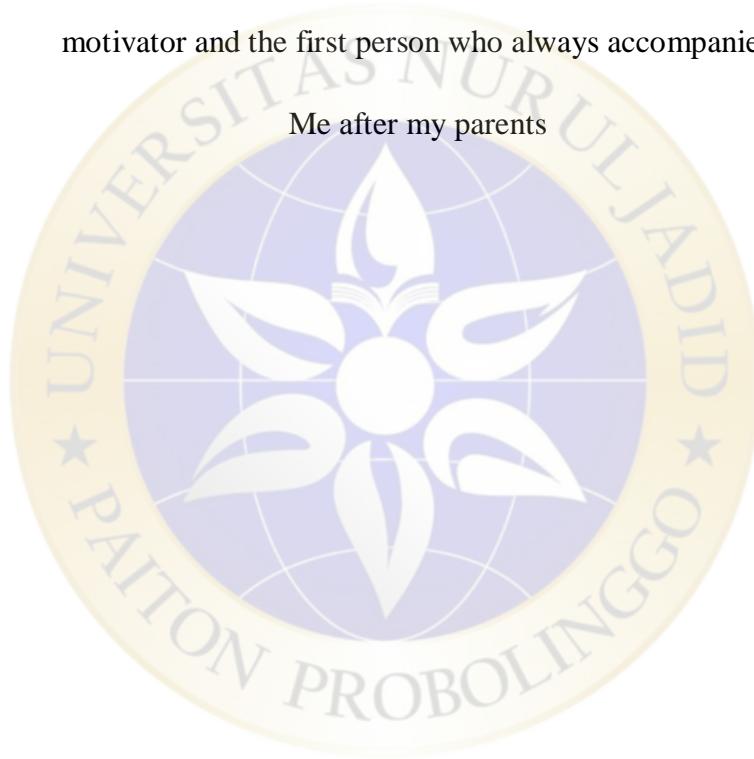
“Focus On Goals, Not Obstacles”

### **THIS THESIS IS DEDICATED TO:**

1. My beloved parents, Bpk. Mustakim and Ibu Supriya Wardani
2. My sister, Ziadatul Maghfiroh
3. My entire family as the biggest supporter,

motivator and the first person who always accompanies

Me after my parents



## DECLARATION OF AUTHORSHIP

### DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

Herewith, I :

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Declare that :

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Paiton, 10 Agustus 2025



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## ABSTRACT

**Wardani, Elvina Muhvita.2025.** “*Exploring English Teacher’s Strategies A Case Study at Nurul Jadid Junior High School.*” Undergraduate Program Nurul Jadid University. Advisor Syaiful Islam, M. Pd

Keyword ; Writing Skill; Descriptive text; Teaching Writing in EFL

This research investigates the teaching strategies and students' perceptions regarding the improvement of descriptive writing skills among seventh-grade students at Nurul Jadid Junior High School. The study aims to explore the methods applied by teachers and how these methods affect students' motivation, participation, and writing outcomes. A qualitative case study approach was employed, using classroom observation, interviews with teachers and students, and document analysis as data collection techniques. The findings revealed that the teacher utilized group-based learning and a smart point reward system to enhance student engagement and support low-achieving students. Observations showed high student enthusiasm during writing activities, particularly when using direct practice methods. Students responded positively to various strategies, such as peer discussions, example texts, and structured writing activities, which helped them understand descriptive text structure and improve vocabulary use. Moreover, students appreciated receiving feedback from teachers and peers, which encouraged revision and better self-evaluation. The integration of relevant and contextual materials, along with interactive and visual media, further supported students' motivation and creativity in writing. In conclusion, the application of interactive, contextual, and student-centered strategies significantly contributed to the development of students' descriptive writing skills.

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The researcher

Elvina Muhvita Wardani



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