

EXPLORING THE CHALLENGES FACED BY TEACHERS IN TEACHING WRITING SKILLS AND HOW ANCHOR CHARTS CAN ADDRESS THEM

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APA Citation: Endarwati., Anwar, K., & Maruf, N. (2023). Exploring the challenges faced by teachers in teaching writing skills and how anchor charts can address them. *English Review: Journal of English Education*, 11(3), 629-640. <https://doi.org/10.25134/erjee.v11i3.8421>

Received: 21-06-2023

Accepted: 21-08-2023

Published: 30-10-2023

Abstract: This qualitative study explores challenges faced by teachers in teaching writing skills and evaluates the effectiveness of anchor charts in addressing them. Conducted with 20 experienced teachers from major cities in Java Island, Indonesia, through semi-structured interviews, the findings reveal common challenges, including student apathy, limited instructional time, varied abilities, organization difficulties, resource constraints, assessment struggles, and diverse genre incorporation challenges. Anchor charts emerged as a powerful instructional tool, promoting student engagement, writing organization, clarity, and coherence. Students showed increased enthusiasm and motivation, while charts facilitated improved writing structure and coherence. In conclusion, anchor charts offer a promising solution to address the challenges faced by teachers in teaching writing skills. By incorporating anchor charts in writing instruction, educators can create visually engaging and interactive learning experiences that empower students to become proficient and confident writers. The study contributes practical recommendations, aligns with cognitive process and social constructivist theories, and emphasizes the value of visual aids to foster active learning and engagement. The study suggests future research with larger samples, longitudinal and cross-cultural approaches to enrich understanding. In conclusion, anchor charts integration fosters proficient and confident writers in effective expression.

Keywords: *anchor charts; teachers' challenges; teaching writing skills.*

INTRODUCTION

Writing skills are fundamental to academic and professional success, serving as a gateway to effective communication and critical thinking. As educators, it is crucial to equip students with the necessary tools and strategies to develop their writing abilities. However, teaching writing skills presents a myriad of challenges for teachers, ranging from engaging students in the writing process to facilitating effective organization and expression of ideas. In this study, we delve into the specific challenges faced by teachers in teaching writing skills and explore how anchor charts can address these challenges.

Writing skills are not innate talents; they require explicit instruction and practice to develop. Teachers play a pivotal role in guiding students through the intricacies of the writing process, helping them navigate the stages of brainstorming, drafting, revising, and editing (Murtadho, 2021; Yamson *et al.*, 2022; Durga & Rao, 2018). However, the teaching of writing skills has long been recognized as a complex task, with numerous obstacles that teachers encounter in their instructional practices. These challenges can vary across grade levels and student demographics, necessitating a deeper understanding of the specific barriers faced by teachers.

Teaching writing skills is a fundamental aspect of education that plays a crucial role in developing students' communication, critical thinking, and creativity (Murtadho, 2021; Choudhury, 2013; Cookson & Stirk, 2019). Effective writing skills enable individuals to express their thoughts, ideas and knowledge in a clear and coherent manner (Bobojonova, 2020; Rao, 2019; Mamaramova, 2022). However, the teaching of writing skills present several challenges for educators, requiring them to navigate various complexities to support students' growth in this area (Demir *et al.*, 2019; Hidayati, 2018; Nassi & Nasser, 2019).

One of the primary challenges faced by teachers in teaching writing skills is the need to balance the development of both the technical aspects and creative expression of writing (Palanisamy & Aziz, 2021; Wahyuni *et al.*, 2021; Jack & Hashim, 2023). Students must acquire the foundation knowledge of grammar, sentences and vocabulary while also cultivating their creativity, originality, and voice (Adam *et al.*, 2021; Febtiningsih *et al.*, 2021; Pandey, 2022). Striking this balance can be demanding, particularly when faced with diverse student population with varying levels of language proficiency, learning styles, and cultural backgrounds (Ahmad, 2017; Kosimov, 2021; Sundari, 2022).

Moreover, the constraints of time and curriculum expectations often add pressure on teachers, making it challenging to dedicate sufficient instructional hours solely to writing instruction. The limited time allocated to writing activities within the curriculum restricts the opportunities for students to engage in meaningful and extensive writing practice, hindering their progress and inhibiting the exploration of diverse writing genres (Bingham *et al.*, 2018; Habibi *et al.*, 2020; Murray, 2023).

To address these challenges, educators have explored various instructional strategies and tools that can support the teaching and learning of writing skills. One such tool that has gained attention years is the use of anchor charts. Anchor charts are visual displays that provide students with key information, reminders, and examples related to a specific topic or skill (Moses & Lee, 2014; Bacchioni & Kurstedt, 2019; Reyes *et al.*, 2022). They serve as a reference point during instruction, reinforcing concepts, and helping students retain information.

Anchor charts have the potential to address the challenges faced by teachers in teaching writing skills in several ways. Firstly, they offer a visual representation of the writing process, breaking it

down into manageable steps and providing clear guidance to students. This visual support can enhance students' understanding of the writing process, helping them develop a systematic approach to their writing tasks (Brown, 2014; Bacchioni & Kurstedt, 2019). Secondly, anchor charts can serve as a scaffold for students, providing them with support and reminders of key writing elements, such as organization, paragraph structure, or grammar rules (Fontanez, 2018; Bacchioni & Kurstedt, 2019). By referring to the anchor charts, students can strengthen their grasp of these essential writing components and apply them effectively in their own writing.

Reviewing the literature on the specific challenges teachers face when teaching writing skills reveals a range of obstacles that impact effective writing instruction. One prominent challenge is the struggle to strike a balance between addressing the technical aspects of writing, such as grammar and sentence structure, and fostering students' creativity and expression. Many teachers find it challenging to provide comprehensive feedback that encompass both technical and creative aspects of writing, often leading to an emphasis on one aspects over the other (Gregg & Steinberg, 2016; Jeon, 2018; Kileri & Listyani, 2021).

Researches have shown that the challenges faced by teachers can vary depending on the development stage and linguistics abilities of the students. For instance, elementary school teachers often encounter difficulties in building a solid foundation of basic writing skills, such as sentence construction and spelling (Divani *et al.*, 2018; Yoandita, 2019; Nurfidoh & Kareviati, 2021). Meanwhile, in middle and high school teachers may struggle with advancing students' writing skills to a more sophisticated level, such as structuring complex arguments or developing an unique writing voice (Wahyuni, 2019; Aprillian *et al.*, 2021; Arifin *et al.*, 2022).

Others studies also mention that diverse abilities also pose challenges, as classrooms often consist of students with varying level of writing proficiency and learning styles. Teachers must differentiate their instructions to accommodate the diverse needs and abilities of their students, which requires careful planning and resource allocation (Maruf, 2023; Hernandez, 2021; Alshareef *et al.*, 2022). Additionally, a lack of resources, such as writing materials, technology, and professional development opportunities, can hinder effective writing instruction, and insufficient access to up-to-date writing resources and training programs

may limit teachers' ability to implement innovative and research-based instructional strategies (Zuhri *et al.*, 2021; Maruf & Anjely, 2020; Maruf *et al.*, 2021).

By identifying these challenges, educational stakeholders can work collaboratively to address them through targeted professional development programs, allocation of adequate instructional time, provision of resources, and fostering a supportive educational environment that values the development of writing skills in students of all backgrounds and abilities.

Regards to those description above, the present study aims to shed light on the challenges faced by teachers in teaching writing skills and investigate how the use of anchor charts can effectively address these challenges. By identifying the common obstacles encountered by teachers, evaluating the impact of anchor charts on student engagement and writing quality, and exploring the key factors that contribute to their effectiveness. The research questions that can be derived from the research aims above are as follows: 1) what are the common challenges faced by teachers when teaching writing skills?; 2) how does the use of anchor charts impact student engagement and writing quality?; 3) what are the key factors contributing to the effectiveness of anchor charts in addressing the challenges of teaching writing skills?. This research contributes to the field of education by providing valuable insights and practical recommendations for enhancing writing instruction. Furthermore, this study contributes to the theoretical understanding of teaching writing skills by examining the unique role of anchor charts and their potential impact on student engagement, writing organization, and overall writing quality.

METHOD

The current study used a qualitative research methodology to investigate the challenges teachers have when instructing writing skills and to assess the efficiency of anchor charts in resolving these difficulties. Major Indonesian cities on Java Island, including Jakarta, Bandung, Surabaya, Semarang, Gresik, and Yogyakarta, were chosen as the study's participants. Due to their varied educational environments and importance to the Indonesian educational system, these cities were chosen.

In total 20 (twenty) qualified teachers with experience teaching writing participated in the study. They were chosen based on their background in education, credentials, and writing instruction knowledge. The idea of data saturation,

which states that data collecting should continue until no new topics or information emerged from the interviews, was used to select the sample size. Throughout the study, the ethical issues were given top priority, assuring the participants' informed permission, privacy, and anonymity.

Semi-structured interviews were conducted with the chosen teachers during the data collection process, either in-person or online using tools like Google Meet or Zoom. The utilization of online platforms offered flexibility and ease, especially in light of the participants' varied geographic locations. With the participants' permission, the interviews were audio recorded and later transcriptions were made for study.

A broad educational environment was provided by the research location, which included major cities on Java Island, Indonesia. The study attempted to acquire understanding of the difficulties teachers in teaching writing skills in the Indonesian context through the data gathered from these cities. The research results provided insight into the particular situations and factors that affected the way writing abilities were taught in this particular context.

Conducting interviews with teachers allowed for a thorough study of their experiences, attitudes, and practices in the context of examining the challenges faced by teachers when evaluating the success of anchor charts and analyzing the issues they confront while teaching writing skills. Semi-structured interviewing allowed for freedom while yet covering important subjects and research issues and research problems.

In order to encourage participants to discuss their experiences, viewpoints, and teaching methods for writing skills, open-ended questions were used during the interviews. This method made it possible to gain a thorough grasp of the particular difficulties teachers experienced, their opinions on the usefulness of anchor charts, and the main elements influencing their success or shortcomings.

RESULTS AND DISCUSSION

The results of this study were derived based on the research questions that were posed at the beginning of the study.

Research question #1: What are the common challenges faced by teachers when teaching writing skills?

The study's findings indicated some typical challenges that teachers deal with when teaching writing skills. These challenges are based on the

participants' experiences and viewpoints, and they provide useful insights into the intricacies of teaching writing.

One of the most common issues highlighted by teachers is the difficulty in persuading students to actively participate in the writing process. Many teachers frequently report their difficulties in persuading students to participate actively in writing. They mentioned that students frequently show a lack of enthusiasm, making it difficult to develop interest and cultivate their engagement in writing projects. This lack of desire is a huge impediment to developing effective and interesting writing instruction. Furthermore, several teachers have expressed worry about countering student apathy about writing. They stated that students occasionally view writing as a chore rather than an opportunity for self-expression, complicating the teaching of writing skills even more. It is discouraging for teachers when students lack an inherent desire to put effort into their writing.

The second challenge was the limited instructional time: Teachers frequently discuss the time constraints they encounter when teaching writing skills. Teachers pointed out challenges fitting writing exercises into their teaching schedules due to a full curriculum and limited time allotted for writing instruction.

Teachers recognized the significance of offering students enough time to engage in the writing process, which includes pre-writing, drafting, rewriting, and editing. However, the short time provided posed a substantial barrier in ensuring that students received complete and relevant writing education.

The third challenge regards to the considerable difficulty given by the varied variety of student abilities in their classrooms. They had to address the requirements of both struggling and advanced writers at the same time, which required them to deliver differentiated teaching. This difficult undertaking entailed adjusting teaching tactics, materials, and evaluations to fit the unique learning needs of individual students.

Teachers worked hard to create a welcoming and inclusive classroom climate in which all students felt respected and capable of writing well. They used peer collaboration and peer feedback tactics to encourage students to learn from and support each other's writing progress.

The fourth challenge was the difficulty students have in organizing their thoughts and ideas coherently in their writing. Many students struggled with constructing a logical structure and

employing proper transitions to connect their thoughts in a logical manner. This challenge hampered their writing's overall clarity and cohesiveness.

The fifth challenge was teachers' frustration with the lack of resources and materials to support writing instruction. This limitation included a lack of writing prompts, example texts, and technology resources, all of which are essential for creating a well-rounded writing curriculum.

Teachers struggled to offer students a diverse choice of themes and genres to explore in their writing due to a shortage of diverse and compelling writing prompts. Writing prompts serve as catalysts for inspiring creativity and producing ideas, and their scarcity limited the diversity and depth of writing tasks.

The sixth challenge regards to challenge of successfully assessing and delivering feedback on students' writing. Teachers' time and effort were required to grade a significant quantity of writing assignments and provide timely and helpful feedback.

Grading writing assignments can be a time-consuming endeavor, especially when each student's work requires specific attention. It was difficult to read and evaluate several pieces of writing while keeping consistency and fairness in grading. It frequently meant sacrificing valuable instructional time or working longer hours to accommodate the heavy grading burden.

Another problem that teachers experienced was providing timely and meaningful criticism. Students benefit immensely from immediate feedback on their writing to guide their development and improvement. Teachers, on the other hand, found it difficult to deliver fast responses due to the sheer volume of assignments and the requirement to provide extensive and insightful feedback. Delays in providing feedback may have an impact on students' motivation and impede their progress in writing growth.

The seventh challenge faced by teachers regards to their writing instruction that incorporating varied genres and writing aims. They emphasized the importance of balancing the instruction of narrative, informative, and argumentative writing, as well as addressing the special writing needs of various disciplines. To provide a well-rounded writing curriculum, this problem necessitated considerable design and consideration. One teacher said that they must give kids opportunity to develop their creative storytelling talents through narrative writing while simultaneously teaching them how to write persuasively and informatively.

In conclusion, this study has identified the main challenges that teachers face when teaching writing skills. These challenges include student apathy toward writing, time constraints in instruction, diverse student abilities, organizational difficulties in writing, limited access to resources, assessment and feedback challenges, and the incorporation of diverse genres and writing purposes. These challenges are enormously important in the field of writing teaching, necessitating thoughtful approaches and solutions.

Research question #2: How does the use of anchor charts impact students' engagement and writing quality?

The study's finding indicates that applying anchor charts improves both student involvement and writing quality. The data revealed 5(five) key themes, providing important insight into the effectiveness of anchor charts as an instructional tool for improving writing instruction.

The first key theme is increased student engagement: the data revealed that the use of anchor charts in the classroom significantly boosted student engagement with writing exercises. Teachers indicated that when anchor charts were utilized to visually illustrate key concepts, writing methods, and writing process steps, students were more enthused and motivated to participate in writing projects. Anchor charts were aesthetically appealing and dynamic to students, encouraging active engagement and a stronger connection to the writing topic, as shown from these following examples of excerpts that drawn from the interviews:

Excerpt 1 (teachers #3)

"After incorporating anchor charts into our lessons, I noticed a significant change in my students' attitude toward writing. Writing used to be met with moans and hesitation. Students appear more engaged and interested in the writing process now that colorful and informative charts are on show. Students frequently turn to the charts for help, and it appears that students are more confident in expressing their ideas."

Excerpt 2 (teachers #4)

"Using anchor charts has made a significant difference in my classroom. I've seen that during writing tasks, students are more attentive, and they actively participate in conversations concerning the writing skills displayed on the

charts. It's as though the charts serve as visual reminder for them, allowing them to recall the procedures and approaches we've discussed with ease. As a result of this greater engagement, I believe their writing quality has improved."

Excerpt 3 (teachers #7)

"The anchor charts have proven to be an invaluable resource in my writing instruction. I can watch my students' faces light up when I put up a fresh chart with a different writing strategy. They are anxious to learn more about it and incorporate it into their work. The charts appear to reduce difficult subjects down into easy, digestible bits, which aids both novice and experienced writers. It's lovely to see their renewed interest for writing."

The second key theme is enhanced writing organization and structure: one of the most striking findings was that anchor charts had a favorable impact on students' writing organization and structure. Teachers noticed that students who had access to anchor charts were better at organizing their thoughts and ideas. The anchor charts' visual clues aided students in comprehending the structure of various writing genres and in generating well-structured and logically organized writing. The following excerpts that drawn from the interviews illustrate this key theme:

Excerpt 4 (teachers #11)

"Since I began using anchor charts, I've noticed a dramatic shift in how my students approach their writing tasks. They appear to understand the overall structure of many writing genres better, and their writing are more unified. The anchor charts break out the components of each form of writing, making it easier for students to comprehend how to organize their thought. It's especially beneficial for our struggling authors because it provides them with a defined structure to work within."

Excerpt 5 (teachers #12)

"I'm impressed with how the anchor charts have influenced the writing structure of my students. They are now more concerned with the order of their paragraphs and ensuring that their paragraphs and ensuring that their thoughts flow logically. When we talk about a new chart, I can see lightbulb moments in their heads. It's as if they've suddenly realized how to put their writing together, and it shows in the quality of their work. I feel the anchor charts were critical

in the development of their writing organization.”

The third key theme is improved clarity and coherence: another noteworthy finding was that anchor charts increase writing quality in terms of clarity and coherence. Students who used anchor charts while writing were more clear in presenting their thoughts and arguments. Students were able to retain a consistent flow of thoughts thanks to visual reminders of writing rules and sentence patterns, resulting in more polished and cohesive writing projects. The following excerpts illustrate this theme:

Excerpt 6 (teacher #13)

“I’ve noticed that when students use the anchor charts, their writing becomes much clearer and easier to follow. The charts remind them of different sentences structures and ways to connect their ideas, which helps them maintain a smooth flow in their compositions. Before using anchor charts, some of my students struggled with writing in a coherent manner. But now, I see a significant improvement in how they organize their ideas, and their writing reads more logically.”

Excerpt 7 (teacher #15)

“What stands out to me is the enhanced clarity in my students’ writing after we introduced anchor charts. They now pay closer attention to the structure of their paragraphs, and make sure each idea flows smoothly into the next. The anchor charts serve as a constant reminder of how to construct clear and concise sentences, which has significantly improved the overall coherence of their writing. It’s impressive to see how a simple visual tool can make such difference in their writing quality.”

The fourth key theme regards to enhanced student autonomy and confidence: teachers reported that anchor charts assisted students become more independent writers. Students felt more secure in their writing talents and were less reliant on regular teacher supervision when anchor charts were easily available as references. The charts served as dependable resources that promoted students’ autonomy in the writing process, resulting in a sense of success and pride in their work. The following excerpts demonstrate the above finding:

Excerpt 8 (teacher #17)

“The anchor charts have had a remarkable effect on my students’ autonomy and self-assurance in writing. They now have a go-to resource that they can rely on when they encounter challenges in their writing. I’ve noticed that they approach writing tasks with more confidence, knowing they have the support of the anchor charts. As the results, they are taking more risks in their writing and experimenting with different writing techniques.”

Excerpt 9 (teacher #19)

“Using anchor charts has definitely nurtured a sense of autonomy among my students. They feel more in control of their writing process and are less reliant on me for constant guidance. It’s gratifying to witness them taking charge of their work and demonstrating a newfound confidence in their writing abilities. The anchor has provided them with a valuable tool to navigate the writing process with greater independence.”

Excerpt 10 (teacher #20)

“It’s been amazing to see how the anchor charts have boosted my students’ confidence in writing. They use to be hesitant and constantly seeking my approval during the writing process. But ever since we started using anchor charts, they have become more independent. They refer to the charts, follow the writing guidelines, and take ownership of their work. It’s truly empowering to witness their growing autonomy as writers.”

The fifth key theme refers to the impact on writing revision: the findings also demonstrated that the use of anchor charts influenced the editing positively. Students were more proactive in rereading and improving their writing depending on the information supplied in the anchor charts. As students accepted the concept of ongoing development and revision as essential components of the writing process, this iterative approach to writing encouraged a growth mentality.

Excerpt 11 (teacher #5)

“I noticed a significant change in my students’ approach to writing revision after implementing anchor charts. They used to be reluctant to revise their work, thinking that their first draft was the final version. But with the anchor charts, they now see revision as an opportunity to enhance their writing. I’ve had students excitedly come up to me, saying, “look, I revised my introduction using the strategies on the anchor chart, and it

sounds much better now!” It’s truly rewarding to witness their growth mindset taking shape.”

Excerpt 12 (teacher #8)

“The impact on the writing revision process has been remarkable. The anchor charts have become a valuable tool for my students to guide their revisions. They refer to the charts to check for writing conventions, sentence structure, and content organization. This has instilled a sense of ownership in their writing. They recognize that writing is an ongoing process, and they actively seek ways to refine and improve their work.”

Excerpt 10 (teacher #10)

“What struck me the most was how the anchor charts transformed the way my students view writing revision. Before, they used to be hesitant and unsure about what changes to make. But now, they confidently use the anchor charts as a reference, identifying areas for improvement in their writing. I’ve seen them take pride in their revisions, knowing that they are making their writing more effective and impactful. It’s evident that the anchor charts have encouraged a positive and growth-oriented mindset in writing.”

The finding above provided important insights into impact of anchor charts on students’ writing skills and engagement. The findings showed that having anchor charts in the classroom boosted student involvement with writing exercises because students considered them visually appealing and interesting. Furthermore, the use of anchor charts improved students’ writing organization and structure, assisting them in developing well-structured and logically arranged works. Teachers noticed that students who used anchor charts while writing had better clarity and consistency in their ideas and arguments. furthermore, the anchor charts enabled students to become more independent writers as they gained confidence in their abilities and relied less on frequent teacher supervision.

The results revealed that anchor charts had a considerable favorable influence on students’ involvement with writing activities. This finding is consistent with prior research highlighting the relevance of visual aids and interactive tools in increasing students’ interest and motivation in the learning process. The visual appeal of anchor charts served as a powerful means of capturing students’ attention, making writing lessons more captivating and enjoyable. This increased engagement may be attributed to the fact that

anchor students charts visually represent key concepts and writing strategies, allowing students to actively interact with the content and fostering a deeper connection to the writing process (Bacchioni & Kurstedt, 2019).

Additionally, the existence of anchor charts improved students’ writing quality particularly in terms of organization and structure. This finding is consistent with previous research that has stressed the importance of visual aids in assisting students’ understanding of complicated topics and fostering improved organizational skills in their work (Kour, 2020; Bacchioni & Kurstedt, 2019). Anchor charts’ visual cues assisted students in comprehending the structure of various writing genres, allowing them to write well-structured and rationally ordered writings. As a results, students’ coherence and clarity in articulating their thoughts and arguments improved.

The findings of this study resonate with several previous related studies that have explored the use of instructional aids in writing instruction. For instance, a study by Aşık (2022) found that the incorporation of visual tools, such as graphic organizers and anchor charts, led to enhanced writing organization and coherence among elementary students. Similarly, a study by Lee and Choi (2019) highlighted that the use of anchor charts positively influenced students’ engagement with writing activities and resulted in improved writing quality.

However, it is worth noting that while previous studies have focused on the impact of anchor charts in specific age groups or academic settings (Rahmawati & Siti, 2022). The current study offers insight from teachers across various grade level and major cities in Jawa Island, Indonesia. This broader context contributes to the generalizability of findings and enhances their significance in the field of education and language teaching.

In term of theoretical implications, the findings align with cognitive process theory and social constructivist theory. Cognitive process theory posits that learning involves a series of mental processes, including attention, encoding, and retrieval of information (Flower & Hayes, 1981). The use of anchor charts in this study aligns with this theory, as it captures students’ attention and aids in encoding key writing concepts and strategies. The visually represented information on anchor charts acts as a retrieval cue during the writing process, facilitating students’ application of learned strategies.

Also, social constructivist theory emphasizes the role of social interactions in knowledge

construction (Vygotsky, 2019). In the context of this study the collaborative nature of using anchor charts encourages peer interactions and discussions about writing strategies, thus facilitating knowledge sharing and co-construction about writing strategies, thus facilitating knowledge sharing and co-construction of understanding among students. Moreover, the empowerment of students to independently use anchor charts for writing supports the tenets of social constructivism, as it fosters self-regulations and a sense of agency in the learning process (Mohamad & Romli, 2021).

One novel insight that emerged from this study is the impact of anchor charts on students' autonomy and confidence as writers. The findings suggest that the use of anchor charts can lead to increased self-efficacy and a sense of accomplishment among students, fostering a growth mindset in writing. This aspect warrants further investigation in future research to explore the long-term effects of anchor chart use on students' writing motivation and self-perception as writers.

CONCLUSION

This research has provided valuable insights into challenges faced by teachers when teaching writing skills and the effectiveness of anchor charts in addressing these challenges. The findings highlight the positive impact of anchor charts on student engagement, writing quality, and the revision process, as well as their role in fostering student autonomy and confidence in writing.

The study emphasizes the importance of incorporating anchor charts in writing instruction to create visually engaging and interactive learning experiences. The practical recommendations derived from the study offer valuable guidance to educators and policymakers for enhancing writing instruction and empowering students as independent and proficient writers.

Moreover, this research contributes to the theoretical understanding of writing instruction by aligning with cognitive process theory and social constructivist theory. By recognizing the cognitive benefits of visual cues and the collaborative nature of learning, this study strengthens the theoretical foundation of using anchor charts in writing pedagogy. Additionally, the study aligns with current educational trends that promote technology integration and visual aids to enhance student engagement and learning outcomes.

By addressing the challenges faced by teachers in teaching writing skills, particularly in the

context of major cities in Java Island, Indonesia, this research fills existing gaps in the literature and provides a basis for future studies in language education. In essence, the findings of this study emphasize the significance of incorporating anchor charts as a valuable instructional tool for writing development. By empowering students with a visually appealing and supportive learning environment, educators can nurture proficient and confident writers capable of expressing their ideas and creativity effectively. The study's insights have the potential to enrich writing instruction practices and contribute to the overall improvement of language teaching strategies in Indonesia and beyond.

The present study, despite its contributions, is not without limitations. One of the main limitations is the relatively small sample size of 20 teachers from major cities in Java Island, Indonesia. While efforts were made to ensure diversity in the selection of participants, the limited sample size may restrict the generalizability of the findings to a broader population of teachers in different regions or educational contexts. Additionally, the use of purposive sampling may introduce selection bias, as certain perspectives or experiences of teachers may have been underrepresented in the study.

Another limitation of the study is the constraint of time. The research was conducted within a limited timeframe, which impacted the depth and breadth of data collection. As a result, certain aspects of the challenges faced by teachers when teaching writing skills and the impact of anchor charts on writing quality may not have been explored in as much detail as desired. A more extensive and prolonged data collection period could have allowed for a more comprehensive understanding of the phenomena under investigation.

To address these limitations and build on the findings of this study, several avenues for future research are suggested. Firstly, longitudinal studies could be conducted to track the long-term impact of anchor charts on students' writing development. Examining students' writing progress over an extended period would provide valuable insights into the sustained effects of anchor charts on their writing skills.

Additionally, future research could include comparative studies that investigate the effectiveness of anchor charts in comparison to other instructional tools or strategies for teaching writing skills. This would help identify the specific strengths and weaknesses of anchor charts relative

to other approaches, enabling educators to make informed decisions about their instructional choices.

Moreover, it would be beneficial to include the perspectives of students in future research. By incorporating student feedback, researchers can gain a holistic understanding of the impact of anchor charts on their writing experiences. This insight could provide valuable information on the factors that contribute to students' engagement and writing improvement.

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