

CHAPTER I

INTRODUCTION

A. Background of the study

Ploeger (200: 3) said that writing is a language skill that the student should be done easily and quickly, without extend many thought and effort. It means that teaching and learning process in writing English is easy as long as the teacher can inform and teach well. On the other hand, students find it so difficult to write, because they are expectedly to be able to write in English correctly.

Writing skills are complex and sometime difficult to teach, requiring mastery is not inly the grammatical and theoretical device but also of conceptual and judgemental elements (Heaton, 2001: 135). The other reasons why writing is a difficult skill to do is, some students feel difficult in arranging the sentences of writing, they often stuck on it.

To teach writing to students, teacher should invite the students to practice writing, and communicate the knowledge and thought to form of text. Some teacher may not clearly understand about the appropriate process in order to lead the students to produce good writing. Teacher should ensure their students to write effectively.

Therefore, teachers are expectedly to be able to make an interesting way to teach writing. Teacher can implement some strategies or methods to help the students to be more interesting and enlightened students' idea and make learning writing more easily.

Teachers should be able to master not only one genre, but all the genres available in order to conduct the teaching learning process done well. There are many genres in writing, but this research will only focus on descriptive writing. The writer chooses descriptive text because one of the basic materials provides in increasing students' ability in writing text and it should be mastered by the students properly.

Knapp (2005) defines the process of teaching descriptive divided into 8 steps, as following:

1. Consider the students experiences about the object.
2. Write commonsense description
3. Compare and contrast classification
4. Compare and contrast description
5. Developing editing skill
6. Technical/scientific description
7. Research sheet
8. Scaffolding technical description

In fact, although they are already learnt to describe something, but they are still not be able to write descriptive text, many factors can make the students have difficulties in writing descriptive text.

Students always spend much time at the planning stage but they still confuse how to start their writing. They don't know how to organize their ideas and some of them don't even have any idea. And the other may have the imagination yet they cannot put their idea of imagination into writing.

The other factors that caused students' difficulties in descriptive text are: (1) student has no idea about the generic structure of descriptive text; (2) they lack of grammar and make a lot of mistakes in their writing; (3) most of the students did not know how to arrange the ideas and make one good sentence.

From the explanation above, the writer wants to conduct a research that will focus on what strategy that the teacher uses in teaching writing descriptive text and also the reasons why the teacher uses that strategy in classes.

B. Problems of the Study

The problems of the study are formulated as following:

1. What strategy do the teachers use in teaching descriptive writing to Junior High School students?
2. Why do the teachers use that strategy in teaching descriptive writing?

C. Objectives of the Study

In relating to the problems, the objectives of the study are:

1. To describe the strategy that teachers use in teaching descriptive writing to Junior High School students.
2. To find out the reasons underlying the teacher to use the strategy in teaching descriptive writing to Junior High School students.

D. Scope of the Study

The scope of the study is limited to analyze the strategy that teacher uses in teaching descriptive in classroom and also finding the reasons underlying teachers in using these strategies. the subject of this research is the teacher itself.

E. Significances of the Study

1. Theoretical Significance

The result of this research can be used as contribution towards the theory about strategies in teaching descriptive writing to students of secondary level in Indonesia.

2. Practical Significance

The result of this research is expected to give some contribution for students, teachers, future researcher and educational institution.

- a. For students, this research is hopefully helping the students to understand how to make a good descriptive writing and improve their writing ability into the better one.
- b. For teachers, this research is hopefully can enrich teachers' ways and strategy to apply a good and appropriate strategy in teaching writing descriptive in classroom.
- c. For the next researcher, this research can be use as a reference for the next researcher on what strategy is the appropriate one in teaching descriptive writing.