

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is the process of transferring and expressing our ideas or thoughts in readable and implementable written words. According to Mora-Flores (2009: 12), writing is the process of transferring our thoughts, ideas, and experiences into written form. Learning to write is the second thing that students must master after reading. According to Harmer (2004: 3), writing is a critical skill to develop, especially for English as a Foreign Language students. It's one of the basic language skills that is very important for students to master, because it can help them complete tasks, perform homework, interact with others, and even express their thoughts.

There are four types of language skills that students have mastered, namely, speaking, listening, reading and writing. Writing is one of the language skills that students must acquire because it is a kind of indirect communication; therefore, students must learn writing as well. Besides from these four skills, students must also learn grammar, spelling, vocabulary and pronunciation in order to make simple sentences and be able to write well. Writing skills are very complex activities because they require there are numerous aspects to master, for example vocabulary, grammar and ideas.

Based on the four types of language skills, writing is thought to be one of the most difficult language abilities. This makes students lazy to write. Because they have to open their minds to develop titles, then develop the existing ideas into sentences, phrases and paragraphs. In addition, students also do not master a lot of vocabularies so that it can make it difficult for students to write. According to Nunan (2003), writing is the process coming up with new ideas, deciding how to present them in effective writing, and appropriately arranging them into statements and paragraphs. Writing has differences with other language skills. In reading and listening, students find messages through what the author has formulated. Meanwhile, in speaking, students express themselves through their own and feelings and involve the interlocutor, so that the conversation occurs. However, in writing, students communicate with their own ideas without involving the other person.

Learning to write, students must also pay attention to the structure of words and grammar in making sentences or texts. Students must also be able to articulate their ideas and opinions in writing. There are many types of text taught in English to students, namely descriptive text, recount text, narrative text, report text, news item text, explanation text, analytical exposition text, hortatory exposition text, procedure text, discussion text, review text, anecdote text, and spoof text. Descriptive text is one of the text taught to junior high school. Descriptive text is a type of writing that includes the description, characteristics, and definition of a person, object,

or something. Wardiman (2014:16) defined descriptive text as "a type of text that describes a specific thing, person, or other."

Based on observation of the teacher's strategy in teaching writing descriptive text at SMP Negeri 2 Tanjung Balai, that teacher usually use direct strategy. The teacher gives instructions and explanations to students. Based on interview with one of the teachers to find out how the teacher taught writing, it was found that the teacher taught directly and used learning media. For example, in the writing process, the teacher provides a topic that will be written by students by providing examples of pictures with the guidance from the teacher. Because they are still confused in writing because of the lack of vocabulary and grammar. The teacher's role is extremely important in the learning process. Teachers must use several strategies to achieve the goals the teaching and learning process.

Strategies are general approaches to teaching that may be utilized in a kinds of contents areas and are used to meet a variety goal of learning, Eggen & Kauchak (2006). In education, strategy is described as a plan that includes a sequence of activities aimed at achieving specific educational objectives (Sanjaya,007:126). Strategy in the field of learning means the methods or activities carried out so that the learning objectives can be successful, where that success involves the roles of teachers and students.

The strategy applied by the teacher has a considerable impact on the students' success learning and knows the extent to which students understand what is being taught. The strategy chosen and designed by the

teacher must be in accordance with what students are learning so that it can help them better understand the steps, especially in the learning process. According to Eggen & Kauchak (2006), strategies are general approaches to teaching that can be employed to satisfy a number of learning objectives in a variety of curriculum areas. Teacher strategy, according to the OECD (2010), is a set of processes in which the teacher manages the class and makes use of all available resources to help students understand what they're learning.

The strategy used by the teacher must also be capable of supporting the implementation of the government-mandated 2013 curriculum. The main factor in determine the success of curriculum implementation is teacher creativity. According Mulyasa (2014), teachers should be creative in order to design a variety of learning innovation to develop the creativity of students. Teacher creativity is needed to motivate students' enthusiasm for learning so that students have an interest in learning.

Based on the explanation above, the researcher is interest to investigate strategies of teaching writing because strategies of teacher in teaching writing facilitated the student to write a text. The focus of this research is on teaching writing descriptive text.

B. The Problem of the Study

Based on the background of the study above, the researchers formulates the problem of the study as :

1. What are the strategies used by the teacher of SMP Negeri 2 Tanjung Balai apply for teaching writing descriptive text?

C. The Objective of the Study

1. To identify the teaching strategies applied by the English teacher at SMP Negeri 2 Tanjung Balai in teaching writing descriptive text.

D. The Scope of the Study

This study is focused on investigating the strategies used in teaching writing descriptive text. This research is limited to writing texts by students and strategy used by the English teacher at SMP Negeri 2 Tanjung Balai.

E. Significance of the Study

The result of this study are expected to provide both theoretical and practical information and contributions.

1. Theoretically
 - a. The result of the studies can be used a valuable in English learning, especially in teaching writing descriptive text.

- b. The result of the studies provide information on teaching strategies for teaching writing.

2. Practically

- a. The result of the studies can be useful for teacher to choose the good strategies that can be used in teaching writing.
- b. The results of the studies helping the students to understand how to make a good descriptive writing.
- c. The result of the study can be use as a reference for the next researcher on what strategy is the appropriate in teaching descriptive writing.

