

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is a worldwide language. This language is commonly used in communication by people from all over the world, including Indonesia. English is widely used in various aspects such as politics, economics, culture, and education regardless of its status as a foreign language in Indonesia. In education, English is even carried in the curriculum from elementary school to university. English language learning in Indonesia is brought out to give a way for learners to take in the development of science in the world (Santoso, 2014).

In learning English, four language skills need to be mastered by students. Reading, listening, speaking, and writing are the skills. Among all these skills, writing is considered important. According to Harmer (2004:31), writing is a process of creating language and showing views, feelings, and opinions. Writing is the psychological method of formulating thoughts, thinking through ways to communicate them, and organizing them into sentences and articulations that are understood by the reader (Nunan, 2003: 88).

Princess and Syahrul (2019:66) stated that writing skill is an intricate activity so this skill is very important for them. Writing skills, according to Hampton (1989) are certain abilities to put writers' ideas into meaningful sentences and to mentally interact with the content. Writing skill requires the capability of speaking, reading, and listening skill. Furthermore, it is also because writing is highly used in higher education (Walsh, 2010). This can be seen in

English which has generally become the primary language for academic projects, including worldwide publication, seminar activities, and teaching (Alhasnawi, 2021).

Through writing students can convey information, persuade and entertain readers with ideas. They can articulate their ideas and opinions in writing. This is also a way to strengthen the grammar and vocabulary they have learned (Bello, 1997). Students develop their ideas into sentences and paragraphs in writing. This skill undoubtedly must be mastered by students.

It is obvious that having writing skills is important but many students do not have good writing skills. Students face a variety of problems when learning how to write. Writing is considered difficult by many students. Zemach and Islam (2005) even mention that writing is the most challenging skill to learn. This is caused by how the students must consider the variety of linguistics concepts, for example, grammar and vocabulary. Meanwhile, the teacher's problems in teaching writing according to Febtiningsih, et al., (2021) are the difficulty in planning their lessons and preparing appropriate activities for the students and the lack of students' interest.

Teaching writing is not an easy matter. In this case, the teacher requires strategies that enable the students to formulate, develop, and organize their thoughts in writing. Ayua (2017) defines teaching strategy as the educational approach employed in the teaching process or the design of the activities by teachers to accomplish the purpose or objectives of the material being taught delivered. A teaching strategy is a method that educators employ to guide students

through the learning process. In the implementation of teaching and learning English, it is the teacher's responsibility to apply the best teaching strategy to students.

Haynes and Zacarian (2010) point out some teaching strategies, those are: making lesson visual, determining key concepts, linking new information, providing comprehensible input, modifying vocabulary, using cooperative learning strategies, and modify testing. Teacher can implement these strategies in teaching writing.

Based on the preliminary data in Eighth Grade at SMP Negeri 2 Raya, the teacher used several strategies such as recite and remember the study's material, such as the vocabulary that has been mentioned in learning, and asking students to do individual work. It shows that the teacher still uses few strategies. According to the teacher, for many students for whom English is a foreign language while also Indonesian is not their first language, learning writing skills can be rather challenging. Writing in foreign or second language is not a simple thing. The teacher needs to understand and implement suitable strategies.

There are many types of text taught in English to students such as descriptive text, recount text, procedure text, discussion text, and narrative text. According to the syllabus of curriculum 2013, in Junior High School, for the eighth grade, descriptive text is one of the parts of English learning material. Descriptive text is a type of text that describes, characterizes, and defines a person, object, or something. The researcher focuses on the strategies the teacher employs when teaching descriptive text.

Based on the explanation above, the teacher can implement the strategies to help the students overcome their difficulties in writing English. Teachers also have to find strategies that increase students' motivation and interest in learning. The strategy chosen must be able to adapt to the students' abilities. Therefore, the researcher is interested in carried out a research titled, 'Teaching Strategies in Teaching Writing Descriptive Text in Eighth Grade at SMP Negeri 2 Raya.'

1.2 Problems of the Study

In line with the background of the research above, the problems of the research is formulated as follows:

1. What strategies are used by the English teacher in teaching writing descriptive text to eighth grade students at SMP Negeri 2 Raya?
2. Why does the English teacher use the strategies the way she does to eighth grade students at SMP Negeri 2 Raya?

1.3 Objectives of the Study

Following the research problems, the objectives of the research are listed below:

1. To find out what strategies are used by the English teacher in teaching writing descriptive text to eighth grade students at SMP Negeri 2 Raya
2. To discover the reasons why the English teacher uses the strategies the way she does to eighth grade students at SMP Negeri 2 Raya.

1.4 Scope of the Study

The research is focused on analyzing the teaching strategies used by the teacher to teach writing, specifically in the descriptive text that describes people, animals, and things in Eighth grade at SMP Negeri 2 Raya.

1.5 Significance of the Study

The findings of this research hopefully can be useful to the readers theoretically and practically.

a. Theoretically

The results of this research are expected to provide more information about teacher strategies that can be used particularly in writing. It may give a new perception about teaching and learning writing. The researcher also expects the research results will be beneficial for the teachers, students, and all the readers.

b. Practically

In addition to the theoretical significance, the researcher hopes that the findings give practical significance to teachers, students, and other researchers.

1. English Teacher

This research is expected to enrich teacher strategies. It can be used as a reference for teachers on how to teach writing descriptive text. Teachers can also get information about the strategy that is suitable to overcome students' problems in writing and increase their writing skills.

2. Students

Students know various strategies for learning English. The findings can assist students improving their writing skills by implementing the strategies. It is also believed to raise their enthusiasm to study English, particularly through writing.

3. Other researchers

This research can give some information and contributions to other researchers who are focused in similar topics.

