

# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Study**

Students who studied English as a Foreign Language (EFL) must acquire four essential skills as a foundation for using English. Listening, speaking, reading, and writing are examples of these abilities. According to Karney (2014), one goal of writing may be to maintain one's place in the hierarchy of ideas. It means that writing is a productive skill that uses symbols and letters to express messages or ideas.

Writing is also one of the skills that is expected to be mastered by students in the 2013 curriculum. One of the genres in writing that is expected to be mastered is narrative text. One of the basic competences in the syllabus of the 2013 curriculum for ninth grade students is to compose a short and simple types of genre such as: procedure, descriptive, and narrative text in accordance with the social function, generic structures, and language features properly and in accordance with the context.

However, students who are not interested in writing found it extremely difficult to put their thoughts into written language. Most of them dislike doing this activity and try to avoid it at all costs. Some students believe that writing is difficult to learn because they require basic skills to express themselves in writing (Lia, 2019). Based on the phenomenon, many English teachers today make the same mistake when teaching writing. They asked students to write a text in class, but they did no corrections or

evaluations on the students' assignments. Sometimes students only get a certain grade for their writing without knowing the strengths and weaknesses of their compositions, so they don't know how to improve their writing to make it better.

Because the capacity to write is essential to measure how far the students understand writing a text, students in ninth grade in Junior High School (SMP) are expected to get a minimum passing grade (KKM) in writing the genre text. To ensure that the sentences written are correct and acceptable for the situations, pay attention to grammar, diction, punctuation, structures, cohesiveness, and coherence. To develop a student's writing habit, a teacher can begin with a fun and easy technique to draw students' attention to writing (Refnaldi, 2013).

The use of strategy will improve the effectiveness of teaching in general, including teaching writing. Kemp and Dayton (1985: 25) claim that teachers' strategies can improve the efficiency, clarity, and interactivity of the teaching and learning process. Teachers should be able to employ teacher strategies and incorporate them into their teaching routines based on this principle. As a result, teachers should adjust their teaching tactics to the needs of their students. The teacher's strategy is a platform that aids in the delivery of teaching materials to students.

SMP Negeri 1 Teluk Mengkudu is a school in a remote town. This, however, does not dampen students' eagerness to learn. The school's media and supporting tools are extremely limited. This certainly forces teachers to work harder in order to provide students with an engaging and non-boring

teaching and learning experience. Students at SMP Negeri 1 Teluk Mengkudu are involved in writing, creating short stories, stories, and fables. They frequently share students' writing in school wall magazines, which is appreciated by other students. The activity of students in writing English is undoubtedly inextricably linked to the role of the English teacher in terms of how the teacher teaches and what strategies the teacher employs.

The researcher observed that many students at SMP Negeri 1 Teluk Mengkudu were still confused about how to make a narrative text about a story that they liked. During the sessions, the researcher noticed that some ninth-grade students at SMP Negeri 1 Teluk Mengkudu showed their laziness when studying English. When faced with an English text, they became easily tired, especially if the teacher asked them to memorize vocabulary, read the narrative, open a dictionary, write, and speak. Because they did not understand what the teacher said, the students are bored and lazy to study English. The teacher always instructed the students to look for vocabulary in each new word and to note down the difficult words in their meeting books.

Therefore, the researcher focused on the strategies that teachers use in teaching writing. Furthermore, Based on syllabus from Curriculum 2013 (K13), there are kinds of text studied by the ninth grade students, they are: procedure text, descriptive text, and narrative text. By the time the researcher do the research after proposal examiner, the text which is appeared was narrative text.

As a result, the researcher was interested in learning more about the teacher's strategies for teaching of writing to ninth-grade students at SMP Negeri 1 Teluk Mengkudu. The purpose of this study was to find out what kinds of strategies the teacher utilized and why. So far, this study is a new concept in SMP Negeri 1 Teluk Mengkudu in terms of teacher's strategies in teaching writing for the ninth grade students.

Based on the phenomenon above, the writer is interested in conducting research entitled "The Teacher's Strategies in Teaching Writing at Ninth Grade of SMP Negeri 1 Teluk Mengkudu".

#### **B. The Problem of the Study**

Referring to the background of the study, the research question formulated as: what are the teacher's strategies in teaching writing at ninth grade students of SMP Negeri 1 Teluk Mengkudu?

#### **C. The Objective of the Study**

In line with the problem of the study, the objective of this research is to find out the teacher's strategies in teaching writing at the ninth grade students of SMP Negeri 1 Teluk Mengkudu?

#### **D. The Scope of the Study**

The study is focused on English teacher's strategies in teaching writing at the ninth grade students of SMP Negeri 1 Teluk Mengkudu.

### **E. Significances of the Study**

The significances of this research were classified into two, theoretically and practically.

#### **1. Theoretically**

Theoretically, this research is expected to provide more information regarding the investigate of teacher's strategies in teaching writing at the ninth grade students of SMP Negeri 1 Teluk Mengkudu

#### **2. Practically**

Practically, the significances of this research are:

- a. For the students, this research is expected to give them a motivation them to learn, and increase their writing ability.
- b. For the teachers, English teachers who want to get more information related to the teacher's strategies in teaching writing.
- c. For researchers, this research is expected to provide data, resources, and references for them about teacher's strategies in teaching writing.