

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is the process of transferring ideas into a text or written words which can be read and understood. It is one of basic language skills which are very important for students to be mastered, because this skill helps students in completing assignments, doing homework, and communicates with people, even expressing their feelings.

There are four language skills which should be mastered by students, those are reading, speaking, listening and writing. Commonly, language can be spoken and written, so it is also necessary for students to learn writing. Besides those four skills, the students also must have knowledge in grammar, spelling, vocabulary, and pronunciation. Those are needed to develop the four language skills. Writing skill is as important as the other three skills namely speaking, listening, and reading (Harmer, 2001). In real life, not only speech form of language that is used for communication, but also the written one.

Based on the four language skills, writing is believed as the difficult language skills. Writing has a difference from other language skills. In listening and reading, the students get and find a message that is formulated by another or the writer. Whereas in speaking, the students communicate using their own ideas and feeling that sometimes involves on interlocutor, so there are collocations among them in conversation. But in writing, students communicate

with their own ideas and they should be mastered to express and elaborating their ideas without the involvement an interlocutor, but also keep the accuracy of each sentences and the words in the text to make the readers understand of the message in the written text. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective.

The students also must pay attention to the word structure and the grammatical rules in making texts or sentences. Through writing, students are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through a text. There are many text types taught in English teaching learning such as recount, reports, analytical exposition, news item, narrative, procedure, descriptive, hortatory, exposition, explanation, discussion and reviews. Each text has different social function, schematic structures, and language features. One of the texts taught for the students at grade tenth of Senior High School is Descriptive text.

The complex aspects in writing make students get some difficulties to learn English. Writing is like swimming. It means that writing as well as swimming is a learnt behavior which needs extra (Erick in Brown, 2001:334). There are many problems faced by students when they write texts. Sometimes, the students do not master the vocabulary, grammatical rules and word structure.

Based on the observation at the tenth grade students of SMA Swasta RK Serdang Murni Lubuk Pakam, there were found that almost 50% students of one class still confusing to write a descriptive text. The observation showed that the students of

senior high school could not write in English correctly. It is supported by the interview results about writing which have done to the tenth students at the school. They said that writing learning is so difficult because they did not understand and know how to change the words from Indonesian into English. They often felt confused how to use the grammar to make the English writing correctly. It is because writing is a complex skill involving multiple processes and abilities that problems can arise for some students (Westwood, 2008:57).

The problems suppose the teacher should be able to find good strategies to make students solve some problems faced in teaching learning process, especially in teaching writing. It is because the teacher's strategy in teaching learning determines the students' success in learning. Strategy is most often conscious and goal-driven, especially in the beginning stages of tackling an unfamiliar language task (Anna, 2005). Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. Writing is learning, rather than taught, and the teacher's best methods are flexibility and support (Hyland, `2002:78).

The fundamental of teaching strategies is to make it easier to implement a variety of teaching methods and techniques.

The strategies used by teachers should also be able to support the implementation of the 2013 curriculum as set by the government. 2013 curriculum is a curriculum of values that occupied by character building (Djuwairiah, 2014). The main purpose of this curriculum is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive

contributors to the civilization (Ministry of Education and Cultures, 2012). The 2013 Curriculum can be implemented successfully by using Scientific Approach. This approach emphasizes more on student activated learning. In the implementation of this approach emphasizes five important aspects: observing, questioning, experimenting, associating, and communicating. These aspects are the main activities which should be done by students as long as the teaching learning process. The teacher served as a facilitator and controller. Therefore teachers should be able to find teaching strategies that can create these five aspects in teaching learning process. Some teaching strategies which can be used to achieve the aspects are presented by Haynes and Zacarian (2010) such as: provide comprehensible input, make lessons visual, link new information, determine key concepts, modify vocabulary instruction, use cooperative learning strategies, and modify testing.

There have been studies related to the implementation of teacher's strategies in teaching writing descriptive text. Raharjanto (2016) analyzed the teacher's strategies in teaching writing descriptive text at MTs N Sukoharjo in 2015/2016 academic year. He found that the strategies were applied by the teacher were make lesson visual and cooperative learning strategy.

Another study was conducted by Pahlevi (2014) who investigated the implementation of scientific approach in teaching writing at junior high school. The result showed that the teacher applied some strategies to implemented five learning phase of scientific approach, they were the using of picture, working in group, and testing students in individual and group.

Different from previous studies above, Rohmah (2012) analyzed the problems faced in teaching-learning writing and the strategies which were applied by teacher to solve the problems. She found that the problems faced were vocabulary, tenses, and expressing idea in writing, while the strategies applied to solve the problems were giving example of text and giving construction.

Concerning the explanation, it was important 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 was on teaching writing descriptive text.

B. The Identification of Problems

Based on the background of the study, the identifications of the problem were formulated as follows:

1. Writing was the difficult English language skills.
2. Almost half students in a class were still confused to write a descriptive text well and they did not know how to change the words from Indonesian into English.
3. Students did not understand how to use the grammar to write English text.

C. The Problems of the Study

Based on the background of the study above, the problems of the study were formulated as follows:

1. What were strategies applied by the English teacher of SMA Swasta RK Serdang Murni Lubuk Pakam in teaching writing descriptive text?
2. What were the problems faced by the teacher in teaching writing descriptive text?

D. The Objectives of the Study

The objectives of the study were:

1. To describe the strategies applied by the English teacher of SMA Swasta RK Serdang Murni Lubuk Pakam in learning writing descriptive text.
2. To describe the problems faced by the teacher in teaching writing descriptive text.

E. The Scope of the Study

In teaching and learning English at school, there are some aspects of teaching learning which are needed to be noticed by teacher. Those commonly applied by the teacher in teaching learning process to support the English learning process be more effective. The aspects are approach, strategy, method, model, and technique. This study was limited to the investigation of the strategy in teaching writing.

F. Significance of the Study

The results of this study were expected to provide some information and contributions both theoretically and practically.

1. Theoretically

- a. The results of the study can be used as input in English learning, especially in teaching writing descriptive text.
- b. The results of the study give knowledge about teaching strategies in relation with teaching writing at school.

2. Practically

- a. The results of the study can be useful for teacher to choose the good strategies that can be used in teaching writing descriptive text.
- b. The results of the study help the students to increase their writing descriptive text skill.
- c. The results of the study can be useful for the next researchers as relevant study in advance this research.

G. Limitation and Delimitation of the Study

This research was conducted in one session of teaching writing descriptive text process at Tenth grade students of senior high school by one English teacher. It is because the session of learning writing descriptive text at senior high school is limited only for one session.