

CHAPTER I

INTRODUCTION

A. The Background of the Study

Strategy is a way of processing how something done. The term strategy is frequently used by the educators, practitioners and language pedagogy as the way of teaching. Commonly, strategy can be defined as various important parameters of the language teaching process or general approaches to instruction that apply in variety of content areas and are used to meet and a range of learning objectives (Eggen and Kauchak, 2012). Strategy also opens priority to a student-centered teaching process and an engagement for both teacher and students as well. The word strategy comes from two ancient Greek roots: Stratos which has meaning “multitude” or “that which is spread out,” and again which has mean “to lead” or we might say, “to bring together”. According to Brown (2000:113), strategies are specific methods of approaching a problem or task modes of operation for achieving a particular and planned design for controlling and manipulating certain information.

According to Mintzberg (1994) in Nickols (2016: 3), strategy in several different ways, the most common being these four (pp.23-27):

1. Strategy is a plan (how), a means of getting from here to there.
2. Strategy is a pattern in actions over time; for example, a company that regularly markets very expensive products is using a "high end" strategy.
3. Strategy is position; that is, it reflects decisions to offer particular products or services in particular markets.

4. Strategy is perspective, that is, vision and direction.

In teaching learning process, strategy are necessary to be used by teachers, because it can help the teaching learning process more effective, and determine the students' success in learning. Silver, et al (2007:2) state that strategy works like a kind of open-ended script that helps teachers and students move thoughtfully toward their goal. Strategy is a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends Nickols (2016:7).

Teaching strategies is some strategies which are used by the teacher in teaching-learning. According to David (1976) as cited in Sanjaya, (2008), strategy in teaching learning is a plan, method, or series of activities designed to achieves a particular educational goal. Kistner, (2015: 176) state that teaching learning strategies is one important aspect of the consistently claimed promotion of self-regulated learning in classrooms. Teacher's strategies is one of the important way to motivate students to learn, guiding them into creative thinking, solve their problem and to improve active participation and interaction in teaching learning process.

According to Brown (2007), teaching strategies are divided into 3 categories:

- Metacognitive is a term used in information – processing theory to indicate an “executive” function, strategies that involve planning for learning, thinking about learning process as it is taking place,

monitoring of one's production of comprehension and evaluating learning after an activity is completed.

- Cognitive strategy are more limited to specific learning tasks and involve more direct manipulation of the learning material itself.
- Socioaffective strategy / communication strategy: have to do with social-meeting activity and interacting with other.

However, based on observations of teacher strategies in learning to written text at MTs Negeri 2 Medan during the pandemic, the teacher taught using on online application, the teachers also said there were several strategies used when learning online classes, besides that the teachers also gave instructions and explanations to students how to and steps to write text correctly.

B. The Problem of the study

Based on the background of the study, the problem of the study is“ what are the teachers strategies used in learning to write through the online application at MTs Negeri 2 Medan?

C. The Objectives of the Study

Based on the statement of the problem above, the objective of the study is to Investigate the teaching strategies used by teachers in teaching writing text in online application at MTs Negeri 2 Medan.

D. The Scope of the Study

The study is focussed on investigating the teaching strategies used by teachers in teaching writing through online WhatsApp application. This study is limited to writing text where the text considered to teacher's instruction. Limited to the strategies used by two English teachers at MTs N Medan. The focus of the teaching is text writing for the eight grades of MTs Negeri 2 Medan.

E. The Significance of the Study

The Findings of this study can be used as teaching guidelines for writing in any teacher professional development programmes. Training of teachers could be a starting point not only to increase teachers' knowledge and skills in teaching writing but also to increase their awareness of the beliefs about teaching and learning. This study provides an evidence that training can bring about changes in teachers' pedagogical practices which in turn, will lead to a more meaningful learning environment for their learners.

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

1. Theoretically

- a. The results of this study can be used as input in learning English, especially in teaching writing strategies.

2. Practically

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

