

# CHAPTER I

## INTRODUCTION

### A. The Background of the study

Language is an important role in human's life because it is the media of communication, thought, and learning. According to Brown (2000: 5) language is a system of arbitrary conventionalized vocal, written, gesture symbol that enable members of a given community to communicate intelligibly with one another. By using language, human can communicate each other to express the ideas, to facilitate the thinking process, and to recall the information.

One of languages that has an important role in the world is English. English is a foreign language for Indonesian and use in many international activities such as commerce, sport, science, education, and technology. Indonesian government tried to update and develop the education system be better. The goal of good education will be achieved if a language as the facilities is well functioned and carefully developed.

If students succeed in English subject, then the teacher is the one who plays an important role in this matter. Teacher's role is the reason why students are able to achieve learning goals. To be a good teacher is one way to realize a good education. A good teacher is a teacher who takes risk in new experience of teaching practices to get more innovation and creativity. According to Brown (1994) the experiences gained through such practices will give rise to a new insight for more innovative teaching.

Before teachers conduct the activity of teaching, they must master and develop the materials, plan and prepare of the teaching material, control and evaluate the students' activities, and also strategy for teaching process or steps to teach the students like creating the good atmosphere in the class, teacher's pedagogy, and etc.

Teacher is a pedagogical model who leads the crucial aspects in the learning and teaching activates. In this matter, pedagogy which is available to educators in the professional literature of education, deserve a prominent place in the teacher's academic thinking and making decision. It will bring the respectability and dignity to the teaching profession model should provide a teaching strategy which is suitable for their every students. According to Arends (2004:17) teachers should be able to use strategies for developing critical thinking and problem solving.

Kindsvatter (1996:219) stated that teacher's teaching strategy is a general approach of the teachers in giving the students certain instruction in the form of teaching and learning activities. It means the teaching strategy helps the teacher to make the optimal use of methods, techniques and resources in achieving particular goals in learning and teaching activities as well. According to Majid (2013:6) teaching strategies cover some aspect those are employing of instructional approach, methods and technique, teaching media, learning media, learning source and student's level classification those are applied for creating good interaction between the teacher and students, student and students and students and

environment. Teaching strategy is used to measure the learning process, learning result and the impact of learning activities.

Teaching is showing or helping someone to learn how to do something, giving Instruction, guiding in the study of something, providing with knowledge, causing to know or understand, facilities learning, and setting the condition for learning (Brown; 2000:8). Students must have four language skill in teaching English subject, they are listening, speaking, reading, and writing.

Based on the four language skills, writing is one of difficult skill for students because writing is a productive skill and there are many aspects to be considered in writing such as, word choices, grammar, punctuation, spelling and coherence. Richard and Renandya (2002: 303) state that the difficulty of writing is not only in generating and composing the ideas, but also in presenting the ideas into the text. It means, the students must pay attention not only word structure, grammatical, rules, etc., but they must think ideas attractively to write something in their paper. The students should increase their vocabulary in order they can make various genre like descriptive text.

Writing skill is very complex activity for student's senior high school, it can make students lazy to study English subject especially writing text. Hence, the role of teacher is very important in overcoming these problems such as the teacher should be creative in choosing the materials and able to stimulate the students interest. The teacher needs to manipulate some strategies to support the teaching and able to implement

all competencies in lesson plan well. But students of SMA Swasta An-Nizam Medan can write well and suitable with structure, grammatical rules, and language features in writing descriptive text.

Based on preliminary data in X-Mia at SMA Swasta An-Nizam Medan, the researcher asked the teacher about the most important skill to teach in English subject. The teacher said that writing is the most important skill in modern era because the students always write something in their social media every time and everywhere. For that, the teacher can help students to write well by her strategy. She makes her students more understand to write well and able to implement for all competences in lesson plan well.

The teacher uses several teaching writing strategies based on Judie Haynes and Debbie Zacarian theories for that the strategy has proven to be good to implement in teaching writing in senior high school, and the strategies can be useful for other teachers. The purpose of Judie Haynes and Debbie Zacarian state theory is to help presenting the lesson and gives understanding about how to write descriptive text well. It means they believe strategies above can make the students more active in teaching learning process especially in writing text.

Based on the explanation above, the researcher would like to conduct a research which entitled **“The Teacher’s Strategies in Teaching Writing Descriptive Text at Senior High School”**.

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

Based on the explanation above, the problems of this study are can be formulated as follows:

1. What are the strategies used by the teacher in teaching writing descriptive text?
2. Why are the strategies used by the teacher in teaching writing descriptive text?

## **C. The Objectives of The Study**

Related to the explanation above, the objectives of study as follows:

1. To describe the strategies used by the teacher in teaching writing descriptive text.
2. To know the reasons why the strategies used by the teacher in teaching writing descriptive text.

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

Based on the identification of problems above, the researcher only focuses on identifying the teacher's strategies in teaching writing descriptive text and her reasons about the strategies. The study will deal with the tenth grade of SMA Swasta An-Nizam Medan which will involve the teacher. The study will describe what kind of teaching strategies are used by the teacher and as well as to know the reasons using that strategies. This research focus on teacher's strategies in teaching writing descriptive text based on Base Competence (KD) in Syllabus 2013 Curriculum, such as: (3.4) analyze social functions, generic structure, and

language feature in descriptive text about famous historic building with context of their use, (4.4) understand the meaning of descriptive text in writing descriptive text, (4.4.1) correct well descriptive text about famous historic building with social functions, generic structure, and language feature, (4.4.2) compile descriptive text about famous historic building with social functions, generic structure, and language feature.

#### **E. The Significances of The Study**

The research findings are expected to be useful both in practically and theoretically significances:

##### **1. Theoretical Significance**

- a. The researcher gets much knowledge about teacher's strategies especially process teaching writing descriptive text at senior high school.
- b. The students know what are strategies used by the teacher in teaching writing descriptive text.
- c. The result of the study will help other teacher and to be teacher to increase their teaching writing descriptive text.

##### **2. Practical significance**

- a. The result of the research can be used as input in English learning process, especially in writing descriptive text skill.
- b. The result of the research can be used the reference for those who conduct a research in English teaching-learning process.
- c. The result of this study can be useful for all people who teach writing descriptive text.