

CHAPTER I

INTRODUCTION

A. Background of the Study

In this modern era, writing serves a range of function in everyday lives especially in educational fields (Adam, 2013). By mastering writing skills, students are able to communicate and express themselves. Writing skill is necessary for them in getting jobs since many companies in private sector and administration institute requires employees who have good writing skills. In addition, in the syllabus of the first year students of vocational high school in 2013 Curriculum students are expected to be able to develop and produce written simple functional text in form of several texts one of them is narrative text.

Alves (2008) stated that writing is not a spontaneous skill or acquired easily, because it involves some complex process like finding a topic, classifying information that supports the topic and structuring the information in logical sequence. Furthermore, as mentioned by Hedge (2005), writer needs to organize the development of the ideas or information, avoid the ambiguity of meaning through accuracy, choose complex grammatical devices to emphasize some point or focus, and they must pay attention to the choice of vocabulary, grammatical patterns, and sentence structures to create a reasonable meaning and an appropriate style to the subject matter and reader.

Trombley (2018) stated that writing is hard thing to do, because in writing we need to require focus, require practice, require diligence, require courage, and

require humanity in one paper. There are many problems faced by the students when they are learning writing skills in narrative text and teachers who play the crucial role in teaching and learning process must use some strategies which can achieve the indicators of teaching learning process. Ariyanti and Fitriana (2017) found that students have major writing difficulties in grammatical, cohesion and coherence terms. Moreover, they also identified students' minor writing difficulties such as paragraph organization, dictions, and vocabulary misspelling. They also identified students' minor writing difficulties such as paragraph organization, dictions, and vocabulary misspelling. This indicated that writing is not an easy task for students especially EFL students. Samosir (2019) also found that the problems faced by the teacher in teaching writing were about the students' vocabulary problem, structure problem and generic structure problem. From this case, the teacher needs to apply the right strategy in teaching process until the students can understand what the teacher guides in teaching writing.

However, after doing the research, researcher found some teachers were struggling in using the effective and efficient teaching writing strategies. Some teachers were not using various strategies in teaching writing. As evidence, for example, (Suriyanti & Yaacob, 2016) stated that teachers used limited strategies in teaching writing due to their lack of knowledge and understanding of the writing approaches. Teachers also reported not using all of the writing instruction types in the teaching and learning process, the reasons of which differ among teachers (Jurianto, Salimah & Kwary, 2015).

Brown (2007:7) said that teachers play the crucial role in teaching and learning process in helping the learners to master such skills by transferring knowledge, give some instruction to do something by using such kind of techniques and the result, students understand and are able to do and produce something. However, the teaching writing is a very demanding task and there will be challenges for teacher. The challenges are related to: the linguistic and the cultural differences between the target language and the native language, the learners, the teachers, and the teaching context (Nasser, 2016).

It can be said that in teaching writing, teaching strategies become a very important aspect in the teaching and learning process. Selecting the right strategy enables teacher and students to achieve the learning goals. In addition, the use of appropriate strategy can motivate students in the learning process of writing. There are many strategies that teachers can use in teaching writing. These strategies have their advantages and disadvantages. Seeing the importance of the role of teaching writing strategies, this research was conducted to explore teaching writing strategies used by teachers.

B. The Problems of the Study

Based on the research background, the researcher formulates the problem as below:

1. What are the types of strategies in teaching writing narrative text?
2. What are the English teachers' reasons to use the teaching strategies to enhance the students' writing skills of narrative text?

C. The Objectives of the Study

Based on the problems of the study above, the objectives of the study are formulated as below:

1. To discover the English teachers' strategies in teaching writing narrative text.
2. To explain the reason of teachers use teaching strategies to enhance the students' writing skills of narrative text.

D. The Scope of the Study

The scopes in this study are the English teachers and students in tenth grade students at SMKNegeri 1 Patumbak. The study will limit and focus on narrative writing about legends, the types of teaching strategies and why teachers use teaching strategies to enhance the students' writing skills at SMKNegeri 1 Patumbak.

E. The Significance of the Study

The findings of the research are expected to be beneficial and be able to give contribution to the improvement of the effective English teaching and learning process theoretically and practically.

1. Theoretically

It is to give some information about teaching strategies for enhancing writing skills in writing narrative texts.

2. Practically

This research finding expected to be useful contribution that can be transferred to learners by the characteristic. By understanding the character of

each student, the teacher may employ different strategies in teaching narrative writing. The researcher hopes the teacher can apply the right strategy in class to make the students more comfortable and more explore their skills in writing.



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