

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

In learning English, there are four basic skills divided into two types of skills, namely productive skills and receptive skills. Masduqi (2016) states that Productive skills involve generating or communicating language or information, such as speaking and writing. Learners engage in speaking and writing to express words and create language. On the other hand, receptive skills like reading and listening involve understanding and accepting information without the need to actively produce language. These skills are considered passive compared to productive skills. Therefore, speaking and writing are seen as more challenging than reading and listening (Hossain, 2015) because they require creating information rather than simply receiving it.

Among the four language skills, writing is considered the most challenging to acquire due to its unique nature compared to reading, listening, and speaking. Unlike reading and listening, where students can easily understand the message conveyed by the author, writing requires students to effectively communicate their own ideas without direct interaction from others. This means that students must be proficient in expressing and expanding on their thoughts while ensuring the accuracy of each sentence and word to ensure clarity for the reader.

According to Zharifah & Hamzah (2022) writing is one of the difficult skills to learn because of its complexity. Ismayanti (2020) argued that writing skills can be particularly difficult for students in junior high school, because there are some

crucial elements in writing, such as vocabulary, spelling, punctuation, and grammar. Therefore, the role of the teacher is crucial in addressing these challenges. The teacher should be creative in fostering students' interest to overcome these difficulties. Teachers need to employ various strategies to support their teaching and ensure effective implementation.

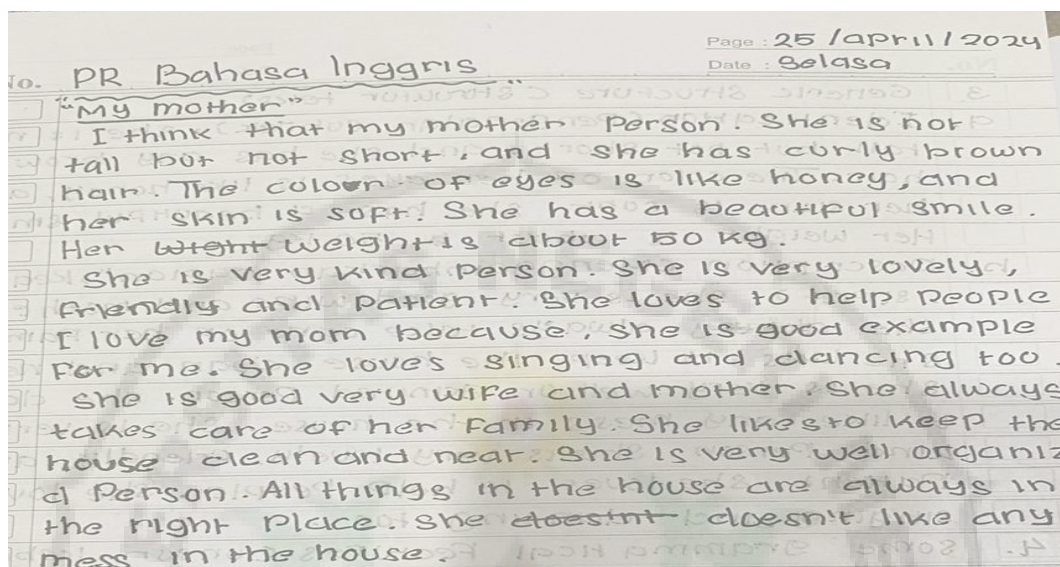
Makarim, Minister of Education, Culture, Research and Technology (*Mendikbud Ristek*), launched a new curriculum in 2022 namely the MERDEKA Curriculum. The MERDEKA Curriculum is very important for restoring schools during the COVID-19 pandemic. One of the changes in the MERDEKA Curriculum to the previous curriculum is that the Teaching Module is used as a substitute for the Lesson Plan (RPP). According to the Ministry of Education and Culture (2022), the Teaching Module contains various media tools or facilities, as well as techniques, instructions, and guidelines that have been well prepared. The module is an implementation that develops from results-based learning with the Pancasila Student Profile as the goal.

In the teaching module (Appendix A, pages 55), the students at SMP Negeri 3 Medan for the seventh grade, descriptive text is one of the parts of English learning material. The students are expected to be able to write and arrange a simple descriptive by paying attention to social functions, text structures, and language features correctly and in appropriate context. It means the students have to be able to describe the people, animals, and things. The teaching module has several learning elements, one of which is writing. By the end of Phase D, students communicate their ideas and experiences through simple and structured paragraphs

showing progress in using specialized vocabulary and simple sentence structures. Using examples, they plan, write, and present informational, imaginative, and persuasive texts using simple and compound sentences to construct arguments and explain or defend an opinion.

A strategy can be defined as a plan of action aimed at achieving specific educational objectives. Consequently, a learning strategy encompasses a collection of actions tailored to meet defined educational goals. A teacher's teaching strategy can be understood as the approach and methodology employed to deliver instruction, which involves outlining the essential steps of teaching in alignment with the designated educational outcomes. As noted by Sabri Ahmad (2007), in the teaching context, a strategy refers to a teacher's endeavor to create an effective system that fosters the learning process and meets established educational objectives. Therefore, it is essential for educators to possess the capability to effectively organize the various components of learning, ensuring that these elements function cohesively to support one another. According to Apriyandini (2016), teaching strategies are one of the most important factors in determining how and how successfully students learn a foreign language.

Based on the result of preliminary study, it was found that many students at SMP Negeri 3 Medan have problems in writing descriptive text. The main problem is that students have difficulties organizing and developing their descriptions of an object in writing a descriptive text. For example, in the picture (page 4), the student wrote “the color of eyes is like honey” and “she is good very wife and mother” which is grammatically incorrect.



Yulianti (2018) states that teachers can use several strategies to assist students achieve their goals and improve student comprehension. This will make it easier for students to write sentences, paragraphs, and various types of texts. Each teacher utilizes their approach to achieve their objectives. The strategies employed by teachers are the methods they use to effectively convey information to students to accomplish the goals of the lesson. According to Hidayat & Jaenudin (2022), teachers' strategies play a crucial role in the teaching and learning process.

One strategy that English teachers can use in teaching writing descriptive text is to focus on sensory details. Encourage students to use descriptive language that appeals to the five senses – sight, sound, touch, taste, and smell. Have them think about how to paint a vivid picture in the reader's mind by describing things in a way that engages the senses. Another strategy is to teach students how to create strong, descriptive imagery. Show them examples of effective imagery in descriptive texts and encourage them to experiment with different techniques in their own writing.

Additionally, it can be helpful to provide students with prompts or writing exercises that challenge them to describe specific objects, settings, or experiences in detail. Encourage them to pay attention to the small details that can make a description come alive and help readers connect with the text. Overall, the key to teaching writing descriptive text is to help students develop their observation skills and learn how to use language effectively to create vivid, engaging descriptions. By providing guidance, feedback, and opportunities for practice, English teachers can help students become more skilled and confident writers of descriptive text.

The phenomenon taken from the results when conducting observations at SMP Negeri 3 Medan obtained information that the English teacher apparently had not implemented an appropriate strategy and only did the usual and monotonous teaching and make students' ability and interest in writing English texts lacking, especially in descriptive texts. Each student only learns for 80 minutes per week for English subject as the 100 percent face-to-face learning policy in Medan, so teachers should learn and implement appropriate strategies when teaching writing descriptive text.

Based on the explanation above, it is very interesting to investigate teaching writing strategies because English teachers' strategies in teaching writing facilitate students to write a text that is important. The focus of this research is the strategies for teaching descriptive text writing. So this is a research entitled "Teachers' Strategies in Teaching Writing Descriptive Text to the Seventh Grade Students at SMP Negeri 3 Medan".

1.2 The Problem of the Study

Based on the background above, the problem of the study is:

“What strategies are applied by the English Teachers in teaching writing descriptive text to the seventh-grade students at SMP Negeri 3 Medan?”.

1.3 The Objective of the Study

In line with the problem of the study, the objective of this research is to find out English teachers' strategies applied in teaching writing descriptive text to seventh-grade students at SMP Negeri 3 Medan.

1.4 The Scope of the Study

In the learning process, the teacher must apply the approaches, strategies, methods, techniques, and models. This study will focus on English teachers' strategies for seventh-grade students at SMP Negeri 3 Medan. In English, there are several skills that students must master, namely speaking, writing, listening, and reading skills. This research focuses on the ability of students to write. So, the study focuses on English teachers' strategies in writing the descriptive text for seventh-grade students at SMP Negeri 3 Medan.

1.5 The Significance of the Study

The result of this study is expected to provide some ideas and information both theoretically and practically:

1. Theoretically significance

From the theoretical significance, the result of this study will give some useful information about English teachers' strategies for teaching descriptive writing. Hopefully, the results of this study could be of use to students, teachers, and readers.

2. Practically significance

a. Teachers

The result of the study is making teachers' strategies in teaching writing and implementing the right strategies in class to make the students more comfortable in writing and to explore their ideas in more depth.

b. Students

The result of the study is expected to make students self-confident and have to improve their ability in writing especially in writing descriptive text.

c. Other researchers

Hopefully, this thesis will provide some information for the next researchers about the strategies that the teachers used in teaching writing and how they implemented those strategies in the classroom. The result of the research is expected to contribute to future researchers, teachers, and students.