

CHAPTER I

INTRODUCTION

A. The Background of the Study

It is essential to master four major skills in order to become a good English speaker: listening, reading, writing, and speaking. For foreign language students, Zemach and Islam (2005) mention that writing is one of the most difficult skill to learn. This is because students are required to think about many linguistics aspects, such as vocabulary and grammar. However, writing is important for students.

The curriculum 2013 in English subject for Junior High School in Indonesia aims to develop students' English ability by using a text-based learning approach both speak or write by placing English as a means of communication, thinking, and process feelings. Additionally, the program aims to develop in-depth communication skills using a range of spoken and written English texts in interpersonal, transactional, and functional contexts.

For the first grade in junior high school, descriptive text is one of the parts of English learning material. Based on syllabus in KD 3.7 the students are expected to be able to distinguish the social function, the structure, and linguistics elements of descriptive text by giving and asking information about description related to people, animals, and objects, in short and simple according to the context of their use. And in KD 4.7.2 the students are expected to be able to write and arrange a simple descriptive text about people, animals, and objects by paying attention to social functions, text

structures, and language features correctly and appropriate context. It means the students have to be able to describe the people, animals, and things.

Peter and Singaravelu (2020) argue that writing is a productive skill, a form of literacy, a communication activity, and sometimes an assessment tool. Writing is the most complex form of expression. According to Bello (1997), writing is an essential skill for language acquisition since learners use words, sentences, and long pieces of written work to communicate their ideas and reinforce the grammar and vocabulary they have learned in class. The purpose of writing is to convey information, persuade, and entertain readers by expressing one's ideas. The ability to produce language is undoubtedly a skill that must be developed among students.

Students have many problems in writing and elaborate their ideas in written. Peter and Singaravelu (2020) detect the students' problems of English writing skill. First, Lack of content in the written composition indicates that students lack reading habits. Many students cannot develop their own ideas. Second, there is a lack of unity and organization of ideas in the article and the sentences are not connected. Third, students fail to choose the appropriate vocabulary. Fourth, in grammatical problems. The problems are in the usage of subject, verb agreement, active and passive voice and tenses. Beside these problems, students also hard to choose appropriate preposition, article, and pronouns. Fifth, syntactical error, the error of basic sentence structures. Sixth, spelling error. There is a tendency to make errors when using combinations of letters such as 'ea', 'ie', 'ee' etc. Seventh, punctuation error. There were numerous punctuation errors,

resulting in a deviation of the content. Eighth, interference of mother tongue. And the last is redundancy of ideas. The repetition of ideas makes the reader bored. Based on the statement above, there are many problems faced by the students in learning writing skill. It makes the students hard to write some sentences in English, especially for students which is English as a foreign language. The lack of vocabulary, the limitation of understanding grammatical in writing and also the lack of self-confidence make them confuse what should they write. So, here the role of teacher to increase their ability and reduce their problems in learning English writing skill.

Because writing is one of the abilities that students must learn, teachers must successfully teach writing to their pupils. The teacher plays a role in writing instruction. Brown (2000) argues in the role of facilitator, the teacher offers guidance for students who are engaged in the writing process. So teachers need strategy to teach writing effectively. In Brown's definition, strategies are general approaches to teaching that can be used to reach a range of learning objectives. Eggen and Kauchak (2006) mention educators in language pedagogy typically use the term strategy to describe a method of teaching. Oxford (1990), argues strategies provide two fundamental functions. First and foremost, techniques encourage active, self-directed engagement, which is a crucial component of growing communication competence. Second, students who have created successful learning strategies have higher self-esteem and study more effectively.

Based on the preliminary observation of seventh grade in SMPN 7 Tanjung Balai by interviewing one teacher about the ability of students in

writing especially in writing descriptive. The researcher found that the teacher does the learning and teaching about writing used some several simple steps and strategies like dictation, missing lyric and habituation of writing paragraphs. Besides, in general the students read a lot of repetition models while translating sentences. The strategies have been applied are actually not enough because each students only learns for 80 minutes per week for English subject as a 50 percent face-to-face learning policy in Tanjung Balai. The preliminary statistics reveal that teachers use a few strategies, thus teachers must learn and apply the appropriate strategies when teaching writing.

Based on the interview, on the seventh grade has variant students in each classroom. There are students that have good, medium and low score in English lesson especially in writing skill for descriptive text. Here is the elaborate of the students' score.

Table 1.1 The score of students in writing descriptive text

The score	The number of students	Percentage
85	3	27,6 %
80	2	
70	3	
60	11	72,4 %
50	8	
0	2	
Total	29	100 %

From the preliminary data show that many students cannot pass the limitation of score, meanwhile the limitation is 70. Based on the situation above, researcher conducted to discover the effective strategies in teaching writing descriptive text with the situation of a reduction in learning time for students at school during this pandemic. The researcher believes that this research will be beneficial to students and teachers because it will improve the quality of descriptive text writing skills and will provide teachers with suggestions on how to apply the proper strategy or build a new strategy for teaching descriptive text writing. So, the researcher is interested to conduct a research entitled **“English Teachers’ Strategies in Teaching Writing Descriptive Text for Seventh Grade of SMPN 7 Tanjung Balai”**.

B. The Problems of the Study

The goals of this study are conducted to answer the following questions:

1. What kind of strategies used by English teachers in teaching writing descriptive text for grade 7 in SMPN 7 Tanjung Balai?
2. How do the strategies used by the English teachers in teaching writing descriptive text for grade 7 in SMPN 7 Tanjung Balai?

C. The Objectives of the Study

The objectives of the study are:

1. To describe the teaching strategies for writing descriptive text used by the English teachers for seventh grade in SMPN 7 Tanjung Balai.

2. To elaborate the procedures of teaching strategies used by the English teachers in teaching writing descriptive text for seventh grade in SMPN 7 Tanjung Balai.

D. The Scope of the Study

The study is limited to the writing strategy are used by the English teachers on teaching process with the topic is descriptive text of seventh grade at SMPN 7 Tanjung Balai

E. The Significances 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 significances, the result of this study will give some useful information about English teachers' strategies in teaching descriptive writing. Hopefully, the results of this study could be of use to students, teachers, and other readers.

2. Practically significance

- a. Teachers

The result of the study is making teachers be a creative teacher 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 have 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.