

CHAPTER I

INTRODUCTION

A. Background of the Study

English education is a compulsory subject at the junior high school and senior high school levels because English itself is an international language that is considered very important to learn from an early age. In learning English, there are four skills that must be mastered that are speaking, listening, writing, and reading. Of the four skills, writing is one of the most difficult skills for students, especially junior high school students, because there are various complex aspects to mastering writing skills. Trombley (2018) said that writing is not an easy thing, because in writing we must focus and it requires practice, perseverance, courage, and humanity in making written works. Moreover, as stated by Rahmi and Abrar, (2016) in mastering writing skills students must know the elements contained in writing, they must know how to use the right method. In writing, the aspects that need to be mastered by students are structure, grammar, and vocabulary so that they can write well and correctly. Therefore, junior high school students often find it difficult and even unable to write in English properly and correctly, because writing skills are considered difficult for junior high school students.

The problem that is often faced by students when writing is that they have to master these three aspects, structure, grammar, and vocabulary. As young learners or beginners in learning English, many of them do not master these three aspects and are not even familiar with the writing aspects. Because of that, many students become bored and lazy to learn writing. The factors that cause student laziness in the study are not only because writing lessons are considered difficult for junior high school students but also because of inappropriate teaching strategies that make students feel

bored and lack the motivation to learn writing skills. As stated by Brown (2007) junior high school students are children in a period of transition, changes in attitude and body, a period of growth, a period of confusion, and self-consciousness. Junior high school students tend to prefer fun and varied learning, so they can feel a different experience every time they learn to write. Junior high school students are categorized as young learners so that they need enjoyable and fun activities to attract their attention during teaching and learning activities.

Various teaching strategies can reduce student boredom caused by monotonous learning strategies. According to Sarode (2018), teacher strategy is a method used by teachers in learning that aims to help students understand the content of learning and help them develop goals that students will achieve in the future. Much evidence shows that good classroom management can make students take responsibility for learning and also motivate teachers to teach with confidence and high self-esteem. Therefore, the teacher's role in teaching-learning activities is also important. As stated by Brown (2007) In the teaching and learning process, the teacher plays an important role in helping students to master a skill by channeling knowledge and giving instructions to students using certain techniques, so that students can understand and able to do and produce something. The teacher's role in teaching writing is as a facilitator. As a facilitator, the teachers should guide and help students to think in the writing process (Brown, 2007). In teaching and learning activities the teacher acts as a facilitator and must guide students so that they can achieve their achievements, improve their abilities, and gain motivation in learning.

A good teacher is those who are active and creative in delivering the subject matter and also must be able to condition the learning atmosphere well, so that students can easily focus on the lesson and understand the material presented by the teacher by using appropriate teaching strategies. Teachers can apply various teaching strategies that aim to achieve teaching and learning objectives. With the implementation of

varied and innovative teaching strategies, teaching and learning activities will be more enjoyable. Students can understand the material well because they enjoy every material presented by the teacher so that writing lessons become more effective. According to Brown (2007) Strategy is a particular method used to solve a problem or task, a planned design for manipulating and controlling information, and a means to achieve a particular goal. So that before finding the right strategy to teach writing to students, teachers have experienced difficulties and challenges in teaching writing at the junior high school level. By looking at the conditions and students' needs, the teacher has chosen the right teaching strategy for the students so that they can receive and understand the whole material presented by the teacher.

This study was conducted at SMP Muhammadiyah Plus Salatiga, this school was chosen to be the place of this research because this school is the last internship conducted for four months by the researcher, therefore the researcher already knows the conditions and situation of the school as well as teaching and learning activities at the school. This research was conducted on seventh-grade students regarding the teaching strategies used by the teacher in teaching writing. The topic of this research was chosen by the researcher as research material because according to the phenomenon that occurred in SMP Muhammadiyah Plus Salatiga, especially in seventh-grade students, they still did not understand and mastered English lessons, especially writing because most of them did not receive writing lesson before in elementary school. Not only that, in learning writing there are many aspects that must be mastered by students, such as vocabulary, grammar, and structure. As beginners in learning to write, students will find it difficult to master writing skills.

Before determining the strategy, the teacher will observe what are the challenges and problems faced in teaching writing and adjust the strategy according to the students' needs when learning writing. By knowing the difficulties in teaching writing, the right strategy is obtained to be applied in teaching writing. The teaching strategies

used to teach will differ from one teacher to another, because the strategies used depend on the needs of students in learning and also depend on the learning objectives to be achieved (Inayah 2012). The right teaching strategy can have a positive impact on the development of students' writing skills and make students master how to write English that is structurally and grammatically appropriate. So the role of the teacher is very important in learning writing skills. From this problem, the writer is interested in examining the strategies used by the teacher in teaching writing to seventh-grade students.

Writing lessons are very important for students in expressing and developing thoughts, ideas, and feelings in the form of writing sentences and paragraphs. In learning writing, students can practice their ability to think creatively. By learning writing skills, students will also learn about vocabulary, grammar, and structure. This is very important for students to master because these three aspects will also have a great effect on mastering English. The goal of writing lesson at the seventh-grade of junior high school is that the student can make simple descriptive texts. Writing lesson at seventh-grade of junior high school learning has not focused on writing whole paragraphs or text, but they are still learning the initial steps of writing such as making simple sentences using simple present tense grammar rules. For example, they learn to distinguish plural and singular words, learn about nouns, verbs, adjectives, subjects, pronouns, or word classes, and learn to write negative, positive, and interrogative simple sentences.

Where the lesson of vocabulary and grammar will be used in making simple descriptive text. So that the final of writing learning in seventh grade is that students are able to write short descriptive texts properly and correctly. Based on the problem above, this research entitled "**Teaching Strategies Used by The English Teacher in Teaching Writing at SMP Muhammadiyah Plus Salatiga in 2021/2022 Academic Year**" aims to investigate various teaching strategies used by teachers in teaching

writing, to describe the implementation of teaching strategies in teaching writing, to discover the teachers' reason in implementing teaching strategies in teaching writing, and to discover the challenges that teachers face when teaching writing skills to seventh-grade students of SMP Muhammadiyah Plus Salatiga.

B. Limitation of the Study

This research only focuses on analyzing the teaching strategies used by an English teacher in teaching writing to seventh-grade students of Muhammadiyah Plus Junior High School Salatiga in the academic year 2021/2022, to describe the procedure of implementing teaching strategies in writing class, to investigate the teacher's reason for implementing those teaching strategies, and to discover the challenges experienced by the teacher when teaching writing at the first grade of SMP Muhammadiyah Plus Salatiga. This research was conducted at SMP Muhammadiyah Plus Salatiga. The subject in this research is an English teacher at SMP Muhammadiyah Plus Salatiga who taught English in seventh grade, while the objects in this research are the teaching strategies used by the teacher during teaching writing in the class.

C. Research Question

Based on the research background, the problem in this research are:

1. What are the teaching strategies used by the English teacher in teaching writing in the first grade of SMP Muhammadiyah Plus Salatiga?
2. How is the implementation of teaching strategies used by the English teacher in teaching writing in the first grade of SMP Muhammadiyah Plus Salatiga?
3. What reasons do the teacher use certain teaching strategies in teaching writing in the first grade of SMP Muhammadiyah Plus Salatiga?
4. What are the challenges faced by the teacher in teaching writing in the first grade of SMP Muhammadiyah Plus Salatiga?

D. Objectives of the Study

The objectives of the study are as follows:

1. To discover the teaching strategies used by the English teacher in teaching writing in the first grade of SMP Muhammadiyah Plus Salatiga.
2. To describe the implementation of teaching strategies used by the English teacher in teaching writing in the first grade of SMP Muhammadiyah Plus Salatiga.
3. To investigate the teacher's reason in implementing certain strategies in teaching writing in the first grade of SMP Muhammadiyah Plus Salatiga.
4. To discover the challenges faced by the English teacher in teaching writing in the first grade of SMP Muhammadiyah Plus Salatiga.

E. Benefit of the Study

From this research, the writer hopes that it can provide benefits to the teaching and learning activities of English subjects in schools, especially in writing skills. There are two benefits to this research, theoretical and practical.

1. Theoretical

This research can make a contribution in improving the quality of teaching writing in schools by finding innovative and varied teaching strategies. Where the teaching strategies found in this study can be applied in learning writing in the classroom, especially to increase students' motivation in practicing and learning writing.

2. Practical

a. For Teachers

The results of this study are very useful for teachers to find out what strategies are appropriate to use in teaching writing to junior high school students as beginners in learning English. Teachers can also be inspired and use the same

strategy as the results found in this study to teach writing to junior high school students.

b. For Students

From the implementation of various writing teaching strategies, students can get new experiences in each lesson, so that students can enjoy the writing lesson taught by the teacher in the class. When the students enjoy the learning activities they can easily understand the material and are motivated to keep learning so that they will master writing skills.

c. For Further Researchers

This research can serve as a reference to add information in compiling further research related to strategies used in teaching writing at the junior high school level or for beginners in learning English.