

CHAPTER I

INTRODUCTION

A. Background of the Study

English is a universal language that is used by most developing countries in the world. Therefore many students all over the world will study it, so that they are involved in the teaching process of English. But as a foreign language, English is not easy to learn because there are four language skills that must be mastered by students. There are reading, speaking, listening and writing. Besides those four skills, the students also have to learn grammar, spelling, vocabulary, and pronunciation. Those are taught to support the development of four language skills. To facilitate the students learning, teachers apply various strategies in the teaching learning process.

Teaching strategies are activities or ways used to facilitate student learning. It is used to give students a chance to actively engage with the content and to provide variety within the teacher. In English teaching learning process, the teacher should be able to make a good learning situation in the classroom. If a teacher can make a good learning situation in the classroom and has good media in teaching, actually some interesting media will improve students skills in English, especially in writing, the material can be reached well.

Teacher strategies are important for teacher to improve their abilities in teaching, especially teaching writing and to solve the problems faced by

students. It is also important for student to improve their interest to study foreign language, especially writing. O'malley (1990:115) in Solihah stated that if teachers knew little about the strategies used by students, we expected to familiarize teachers with these strategies and how to teach them would be productive. It will also help the teachers to make the condition on the classroom more effective. It also considers the importance of writing skill ability.

Based on the four language skills, writing is believed to be more difficult than others. It makes students so lazy to make it. They should open their mind to develop the title, and then develop main idea to form the phrases, sentences and paragraph. Students also should have enough vocabulary if they want to make good writing. Nunan (1993:8) said that writing emerged in societies as a result of cultural change which creates new communicative need. Writing skill is very complex activity because it needs many aspects to be mastered, for example vocabulary, grammar and idea.

The students also must pay attention to the word structure, grammatical rules, etc. The students should also increase the vocabulary in order that they can make the various genre like report text, narrative text, procedure text not only descriptive text. Writing is a major form of communication that allows people to interact with, and learn from, others. Instruction in writing helps students understand how to organize ideas and construct meaning, processes similar to those they use while reading. In fact, research indicates that writing and reading develop together (Egawa, 2001;

Cooper, 1991), and instruction in both areas leads to improvements in both writing and reading (Tierney and Shanahan, 1991).

Because of the complex aspects in writing, it is difficult to the students to learn English. There are many problems faced by the students when they make texts. Sometimes, the students do not master the vocabulary, grammatical rules and word structure. The students can increase the vocabulary by reading the various texts and they memorizing the vocabulary. With that method, the students can make various texts/ genre with the various vocabulary in order to make the text well. Writers develop their ability to write in a particular genre through opportunities to both read and write in that genre (Egawa, 2001). Further, a student's early explorations of print are an indication of what he or she attends to in reading and writing (Clay, 1991).

As we know that the main task of the students is learning. So, teachers supposedly can help the student cope their problems in learning, especially in the writing skills. Teachers must have a way or strategies to make student solve some problems faced in learning.

Some of the students of the first grade in SMA N 1 Gemuh said, that they are so lazy if they study English. They got tired easily when facing the English text especially if the teacher asked to memorize the vocabulary, to read, to open dictionary, to write and to speak. The students feel bored and lazy to study English because they do not understand what the teacher explain. The teacher always asked the students to look for vocabulary in each new words and write the difficult words in the books for each meeting.

Furthermore, the students will be difficult to understand the materials in English. One way that can be used to find out student's knowledge about English is by analyzing the student's text/writing. Analyzing student's text is very important to do because it can help English teacher to find out the student's ability and difficulties in writing (Lock, 1996).

The researcher choose SMA Negeri 1 Gemuh especially the first grade because it is one of the state schools which has the standard curriculum but it is located in the remote area. Occasionally some problems will occur among the students and the teachers, especially problems faced in teaching English as the foreign language.

Based on the phenomenon above, the writer is interested in conducting a research entitled **“TEACHER’S STRATEGIES TO COPE WITH THE PROBLEMS FACED BY THE STUDENTS IN WRITING DESCRIPTIVE TEXT AT SMA NEGERI 1 GEMUH IN 2014/2015 ACADEMIC YEAR”**. The writer expects the result of this study will be useful for the reader.

B. Limitation of the Study

It is impossible for the researcher to solve all the stated problems. In order to reach expected goal, the researcher limits his research to the process of teaching writing descriptive text. The study is conducted limited only to know the teacher's strategy to cope with the problems in teaching English writing descriptive text at the students of SMA Negeri 1 Gemuh.

C. Problem Statement

1. What are the problems faced by the students of SMA N 1 Gemuh in learning writing?
2. What are the strategies applied by the teacher to cope with the problems?
3. How does the teacher apply the strategies?

D. Objective of the Study

1. To know the problems faced by the students of SMA N 1 Gemuh in learning writing.
2. To know the strategies applied by the teachers to cope with the problems.
3. To know how the teacher applies the strategies.

E. Benefit of the Study

There are two kinds of benefits in this research, they're practical and theoretical benefits. The expected results of the study are:

1. Practical Benefit
 - a. The writer gets large knowledge about teacher's strategies especially process of teaching writing descriptive text at SMA N 1 Gemuh.
 - b. The result of the study will help the students to increase their writing descriptive text skill.
2. Theoretical Benefit
 - 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 English teacher in teaching English, especially when teaching writing to the students.

F. Research Paper Organization

This research paper consists of five chapters. Chapter I deals with introduction that consists of the background of the study, limitation of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. It consists of previous research related to the topic, writing, teaching writing, process of writing, writing behaviours.

Chapter III is research method. It consists of research method, type of research, subject of the study, object of the study, data and data source, method of collecting data, technique for analyzing data.

Chapter IV is the research finding and discussion. It consists of description of the data and the discussion of the research result.

Chapter V is conclusion and suggestion. It consists of conclusion and suggestion.