

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 study it, so that they are involved in the teaching and learning 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. They 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.

Based on the four language skills, writing is believed to be more difficult than others. It can make students 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) states 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 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, 1991:45), and instruction in both areas leads to improvements in both writing and reading (Tierney and Shanahan, 1991:13).

Because of the complex aspects in writing, it is difficult for 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 various texts and memorizing the vocabulary. With that method, the students can make various texts/ genre with various vocabulary in order to make the text good. Writers develop their ability to write in a particular genre through opportunities to both read and write in that genre (Egawa, 2001:12). Further, a student's early explorations of print are an indication of what he or she attends to in reading and writing (Clay, 1991:67).

Teachers supposedly can help the student cope their problems in developing their writing skills. Teachers must have a way or strategies to make student solve some problems faced in learning strategies or a way who teachers use in teaching learning process will be help students to more easy to know what the teacher teach. Some of the students of the Eight grade in Mts Negeri Sukoharjo 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 explained. 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.

Kvint (2011:12) states that strategy is important because the resources available to achieve these goals are usually limited. Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means (resources). This is generally tasked with determining strategy. Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes. It involves activities such as strategic planning and strategic thinking.

The researcher is interested in investigating strategies of teaching writing because strategies of teacher in teaching writing can facilitate the student to write a text. The researcher focuses on teaching writing descriptive text because so far the researcher observed many students of MTs N Sukoharjo were still confused to make descriptive text.

Therefore the writer is interested in conducting research entitled **“TEACHER’S STRATEGIES IN TEACHING WRITING DESCRIPTIVE TEXT AT MTs N SUKOHARJO 2015/2016 ACADEMIC YEAR”**. The writer expects the result of this study will be useful for the reader.

B. Limitation of the Study

In this research, the researcher makes limitation. The researcher only focuses on the teacher strategies used to teach writing descriptive text at MTs N Sukoharjo.

C. Problem Statement

The researcher has three problems statement:

1. What are the teacher strategies of MTs N Sukoharjo in teaching writing descriptive text?
2. How does the teacher apply the strategies?
3. What are the problems faced by the teacher?

D. Objective of the Study

The objectives of the study are:

1. To know the teacher strategies of MTs N Sukoharjo in learning writing descriptive text.
2. To know how the teacher applies the strategies.

3. To know the problems faced by the teacher.

E. Significance 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 Significance

- a. The writer gets large knowledge about teacher's strategies especially process of teaching writing descriptive text at MTs Negeri Sukoharjo.
- b. The result of the study will help the students to increase their writing descriptive text skill.

2. Theoretical Significance

- 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, Significance 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 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, pedagogical implication and suggestion.