

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the writer presents background of the study, problem statement, objective of the study, significance of the study and research paper organization.

#### **A. Background of the Study**

English learning has four skills; they are speaking, listening, reading and writing. Writing is the most difficult among other skills in English. Writing is difficult because in learning writing, most of students have errors in writing. Writing is not only about writing but also many structural sentences are concerned in writing. Writing has some structural sentences. The structural sentences in writing are grammar, punctuation, and structural paragraph. Because writing is difficult, student should understand the structural sentences. So, if the students understand the structural sentences it can decrease the writing errors. Teacher should have strategies to overcome the student's writing errors.

Teaching is a complex process. Teaching is not only giving information from teacher to student. Many activities or strategies that teacher should do, especially if they want to increase the students achievement. In learning process, teacher should have strategy for students until they succeed in understanding material of learning.

Teachers' teaching strategy in English learning and teaching is one of the most important aspects to be considered. A teaching strategy helps the teacher to make the optimal learning. In teaching, teachers should be able to use strategies for developing critical thinking and problem solving for students. In other words, teacher can solve the students' problem and students' error in learning language or language skills. Teachers is not only teaching, giving material subject, and giving instruction to students but also the teacher should be making the students understanding the material subject. In learning absolutely, there are students' errors in writing. In this

phenomenon, teachers should have teaching strategy to solve or correct the students' errors.

Based on the researcher observation, student lacks in learning English especially in writing. Their reason is that English is difficult and writing is the most difficult. Learning writing needs more comprehension the structural sentences especially grammar. Writing is also about punctuation that confuses the students. Usually students are confused in writing, because they do not know what they should write and also they are afraid of making grammar mistakes. So, teacher should have strategy to overcome the students' writing errors.

Based on explanation above, the researcher knows that writing is important and difficult. Teacher's strategy should be appropriate with the students' problem in writing. At SMK BATIK 1 SURAKARTA, the students have lack in writing and do many errors in writing. English teacher of SMK BATIK 1 SURAKARTA has strategies to overcome the students' writing errors. Based on the reason the researcher wants to identify, and describe what the students' writing errors, and the teacher's strategy in overcoming the student's writing errors.

Based on the background above, the researcher conducts the research entitled, **“TEACHER’S STRATEGIES IN OVERCOMING STUDENT’S WRITING ERRORS AT THE TENTH GRADE OF SMK BATIK 1 SURAKARTA IN 2017/2018 ACADEMIC YEAR”**.

## **B. Problem Statement**

Based on the background of the study above, the researcher formulates the problem statements of the study as follows.

1. What are the errors in writing made by students at the tenth grade of SMK BATIK 1 SURAKARTA?
2. What are the teacher's strategies in overcoming student's writing errors at the tenth grade of SMK BATIK 1 SURAKARTA?

### **C. Objective of the Study**

Based on the problem statements, the researcher has some objectives of the study; they are:

1. to describe the student's errors in writing at the tenth grade of SMK BATIK 1 SURAKARTA and,
2. to describe the teacher's strategies in overcoming student's writing errors at the tenth grade of SMK BATIK 1 SURAKARTA.

### **D. Significance of the Study**

This study gives some significance on the teaching learning process especially in writing skill. Theoretical and practical significances include the following:

1. Theoretical Significance
  - a. The researcher expects that this research can give knowledge about students' writing errors
  - b. The researcher expects that this research can add the readers' knowledge about teacher's strategies in overcoming students' writing errors.
2. Practical Significance
  - a. Teacher  
The result of this research is expected to provide them with alternative strategy in teaching writing skill.
  - b. Students  
The result of this research is expected to improve student's writing skill and minimize writing errors.
  - c. Other Researchers  
The result of this research is expected to be references for other researchers

## **E. Research Paper Organization**

The research paper organization is given to the readers, so they may easily understand the substance of the research. The writer organizes it into five chapters.

Chapter I is introduction that consists of several parts, namely: background of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature that consists of previous study, writing errors, strategies for overcoming writing errors.

Chapter III is the method of this research which consists of type of the research, setting of the research, object of the research, data and data source, method of collecting data, technique for analyzing data, and credibility of data.

Chapter IV is research finding and discussion about teacher's strategies in overcoming student's writing errors at the tenth grade of SMK BATIK 1 SURAKARTA in 2017/2018 academic year.

Chapter V is conclusion, suggestion, and recommendation for the writer, English teacher, students, and other researchers.