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. 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.

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) 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 them memorizing the vocabulary. With that method, the students can make various texts/ genre with the various vocabularies 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). Further, a student's early explorations of print are an indication of what he or she attends to in reading and writing (Clay, 1991).

There is a set of options at the levels of theory and practice, as well confuse the terms approach, method, and technique. According to Richards and Rodger (1978: 146) in Fauziati (2014: 13-14) approach as "assumptions, beliefs and theories about the nature of language and the nature of language learning which operate as axiomatic contrasts or reference point and provide a theoretical foundation for what language teachers ultimately do with learners

in classroom". Anthony (1963: 95) in Fauziati (2014: 12) defines method as "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach". Method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. Method is theoretically related to an approach and is organizationally determined by a design. According to Fauziati (2014: 13) "technique is classroom practices done by the teacher when presenting a language program". A technique is implementation that which actually takes place in a classroom.

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 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 ten grades in SMKN 1 Kismantoro 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 word and write the difficult words in the books for each meeting.

A Learning Strategy is a person's approach to learning and using information. Students use learning strategies to help them understand information and solve problems. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. 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.

Mintzberg defined strategy as (2011) "a pattern in a stream of decisions" to contrast with a view of strategy as planning, while McKeown (2011) argues that "strategy is about shaping the future" and is the human attempt to get to "desirable ends with available means". Kvint (2011) defines strategy as "a system of finding, formulating, and developing a doctrine that will ensure long-term success if followed faithfully."

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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 teaching strategies writing because strategies of teacher in teach writing can facilitate the student to more understand if the student want to make writing text and because writing are aplication of the students look, listens, thinks, and reads, so the writer thinks that strategies is so important to student.

The researcher focuses on teaching writing narrative text because so far the researcher observed many students of SMKN 1 Kismantoro were still confused to make narative text about story that students like and in writing narative text the students will be developed and improved the students imagination.

The writer is interested in conducting research entitled "**TEACHER'S STRATEGIES IN TEACHING WRITING NARRATIVE TEXT AT SMKN 1 KISMANTORO 2016/2017 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 teaching writing narrative text at SMKN 1 Kismantoro.

C. Problem Statement

1. What are the teacher strategies of SMKN 1 Kismantoro in teaching writing narative text?

2. How does the teacher apply the strategies?

3. What are the problems faced by the teacher in teaching writing narrative text?

D. Objective of the Study

The research aims to:

1. Know the teacher strategies of SMKN 1 Kismantoro in learning writing narative text.

2. Describe how the teacher applies the strategies.

3. To know the problems faced by the teacher in teaching writing narrative text.

E. Benefits 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 narrative text at SMKN 1 Kismantoro.

   b. The result of the study will help the students to increase their writing narrative text skill.

2. Theoretical Benefit

    a. The result of the research can be used as input in English learning process, especially in writing narrative 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.