

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English is very important for every people since it was used as international language in the world. Therefore students' are required to learn English. In learning English, there are four basic skills which should be mastered such as speaking, listening, reading, and writing.

Based on four English skills, writing is one of the most difficult things. Students found it difficult to arrange the word, phrase, and sentence. The students do mistakes to write a word because they do not know vocabulary and do not understand how to write well. Students are not just writing randomly. In writing, students must focus their minds on one point, arrange a framework of writing, explain sentence and connect it in each section became a coherent English writing. Students must give attention to vocabulary and grammar. This is the reason why the students were lazy to write because they should put into many aspects in writing. Writing became hard and boring activity (Leki, 1996: 170). Writing requires a lot of thought and will be more difficult if there was no inspiration or idea to write it down.

In this case, teachers had strategy to increase student's interest in writing. Silver, Strong, and Perini (2007: 8) state that strategies are different types or styles of plans that teachers use to achieve the goals. It means that every teachers need to create teaching strategies. The teacher's strategy in teaching is a plan of approach that supports students in learning the material through teaching learning process. In writing, the students were able to develop their own writing and help them to understand the use of vocabulary and grammar in writing. Rubin (1975: 23) defined the strategies as behaviour, steps, or techniques that apply to facilitate language learning. According to Fauziati (2014, p. 13) "Technique is classroom practices done by the teacher when presenting a language program." The language program was a teaching learning process delivered by the teacher using techniques in accordance with the material to be

taught. The implementation of the strategy makes the students easy to learn writing and understand the process of writing well. The strategy can reduce writing errors when was applied correctly in teaching writing.

Besides, teacher must also pay attention on student's understanding related to material taught by the teacher. The teacher gave the task to ensure how the students understand about the material. That activity was implemented after the teaching learning process in classroom practice. Stevick (1980: 4) argues that success in language teaching depends less on materials, techniques and linguistic analysis, and more on what goes on inside and between people in the classroom. It means that strategy is less successful if the relevant aspects do not work well and the background of the students was also very important in applying the strategy. The strategy will be applied in the class where the implementation depends on the students. The students was also participate in determining whether the strategy was going well or not appropriate with the learning objectives through the result of teaching learning process.

The reason why the researcher was chose SMK Muhammadiyah 01 Sukoharjo because the researcher has done the internship I, II and III in the school. It spent more or less three months to observe and teach as the assistant of English teacher in this school. At SMK Muhammadiyah 01 Sukoharjo especially in the tenth grade, students were less interested in learning English. The students felt bored and didn't care about what the teacher said or explained, because the students didn't understand English. The students are less interested in writing and felt difficult in learning English. Student was still lazy to open dictionary if they were asked to write. Teachers need to provide the teaching strategies to develop students in learning English, especially in writing English.

From the problem, the researcher was interested in exploring teaching strategies of teaching writing and how teacher applying the strategy in classroom practices. Therefore, this study is entitled **TEACHER'S STRATEGY OF TEACHING WRITING AT SMK MUHAMMADIYAH 01 SUKOHARJO IN 2019/2020 ACADEMIC YEAR.**

B. Limitation of the Study

In this research, the researcher only focused to describe the teachers' strategies of teaching writing, how to applying the strategy of teaching writing, and the problems faced by the teacher in the two classrooms at X.TKJ 2 and X.TBSM 1 in SMK Muhammadiyah 01 Sukoharjo.

C. Problem Statement

Based on the background of the study, this study formulates research questions as follows:

1. What is the strategy used by the teacher in teaching writing at SMK Muhammadiyah 01 Sukoharjo?
2. How does the teacher implement the strategy for teaching writing in the classroom practices at SMK Muhammadiyah 01 Sukoharjo?
3. What are the problems faced by the teacher to use the strategy in teaching writing at SMK Muhammadiyah 01 Sukoharjo?

D. Objective of the Study

This study aims to describe the teacher's strategy of teaching writing in SMK Muhammadiyah 01 Sukoharjo, focusing on:

1. The strategy used by the teacher in teaching writing at SMK Muhammadiyah 01 Sukoharjo in 2019/2020 academic year.
2. The implementation of teaching writing strategy in classroom practices at SMK Muhammadiyah 01 Sukoharjo 2019/2020 academic year.
3. The problems faced by the teacher to use the strategy in teaching writing at SMK Muhammadiyah 01 Sukoharjo in 2019/2020 academic year.

E. Significance of the Study

The results of this study are expected to have several significance as follows:

1. Theoretical Significance
 - a. The researcher hopes this research can expand the reader's knowledge about the strategies used by the teacher in teaching writing.

- b. The results of this study can be used as a reference in doing other research, especially for the research on teaching writing skills.

2. Practical Significance

a. Significance for the teacher

- 1) The result of the study can help the teachers to increase knowledge of teaching strategies used to teaching writing process.
- 2) The result of the study was useful for teachers in improving their English ability through the types of strategy in teaching writing.

b. Significance for the students

- 1) The researcher hopes the result of this research can improve the student's writing skill.
- 2) The result of the study can give knowledge for the student to understand the material given by teacher in learning writing.

c. Significance for other researcher

The result of the study can be reference for other researchers who want to analyze the strategy of teacher in teaching writing.

F. Research Paper Organization

The researcher organizes the research paper into five chapters as follows:

Chapter I is introduction, that consist of 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 literature review, which deals previous study, underlying theory and theoretical framework. The theoretical review consists of some theories to support this research.

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

Chapter IV presents research finding and discussion. This chapter explains the process of strategy used by the teacher in teaching writing.

Chapter V is conclusion and suggestion.