

CHAPTER I

INTRODUCTION

A. Background of the Study

The process of language learning is influenced by exposure to a language. Exposure to English has an important role in student's English skill, in Indonesia, English is a foreign language, so ESL (English as a Second Language) students have limited English exposure. English skill is a skill that we can use to improve our English, there are four skills that should be learned. They are speaking skill, reading skill, listening skill, and the last is writing skill. Without these English skills, we cannot master English well, because the four English skills above are related each other. So if we learn English, we also have to learn the four English skills.

Based on four English skills, writing is the most difficult things. Because students should understand about how to arrange the words, phrases, and sentences to make a good paragraph. The students usually do some mistake in writing, because they do not understand vocabulary and do not understand how to write well, so students should give attention to vocabulary and grammar. In writing the students also have to focus on the point, should know how to arrange the framework of writing, also explain sentence and connect it became a coherent English writing. Writing is the ability to express our opinion, idea, feeling through written language. While writing is the most difficult things for student, but sometimes in writing activities usually the teachers have some strategies to improve their student skills. For example the teacher always ask the students to write everything that the teacher was explained.

Based on this case, teachers had some strategies to make the students interest in writing. Silver, Strong, and Perini (2007:6) said that teachers should know about student's own learning profiles to develop their capabilities. It means that teachers should know about the learning profiles from every students, so the teachers can decide which strategy fit the students learning profiles. Writing activities sometimes make students feel bored, because they do not know the vocabulary and do not understand grammar. Muthi Ismaul (2019) state that a way to make students interested in learning something is how the teacher makes the learning process interesting. It means the teacher must have many

strategies to increase student interest in writing activities. Based on this situation, the teacher needs to attract the attention of students with fun and easy activities that do not bore students with writing activities. So the students will be more enthusiasm to learn it, because they have motivation that make them more enthusiasm in writing activities.

According to Pratiwi (2019) the notion of strategy is a concept of general activities between teacher and student in teaching learning process to achieve the goals. The use of strategies makes it easier for students to learn how to write and understand the process of writing. The teacher also have to pay attention to the media that will be used to teach according to teaching material which is considered not boring for students. When teacher use fun and easy media, it will be easier for students to understand the material. So it can help to reach the goals. A Chamot (2005) state that a learning strategy becomes familiar and more easy to known when it used frequently. When the learning strategy is done for the first time students are still in the introduction stage, there are those who feel comfortable with the strategy applied, but some are confused with the strategy, they will get used to it if the strategy has been done in two or three times in their class. Students also participate to determine whether the strategy is going well or not, in this case cooperation is needed between students and teachers.

Seeing the fact, according to the interview with English teacher in SMK Muhammadiyah 3 Surakarta, she faced the problems of the English teaching process from the students. The students still have less skill in four aspect of English, especially in writing skill. They still do not understand how to arrange sentences to be made a good paragraph. In SMK Muhammadiyah 3 Surakarta, English teacher try to focus on the ability of each students individually, with asking students to write texts individually, discussions are held as an aid for students when face difficulties. Because not easy to ask the students to learn individually in writing, so the teacher tried to entice the students of SMK Muhammadiyah 3 Surakarta that English is very interesting.

Therefore, usually the teacher use strategy in previous of English teaching learning. Method and technique of teaching are conditional based on which material that will be taught. Beside that, the students have less enthusiastic in learning English. So the teacher should use the appropriate strategy to attract the students to be interested in learning English. So this research was conducted to know what strategy that teacher used

to develop the students skill of writing paragraph, because at SMK Muhammadiyah 3 Surakarta still have so many students that have less skill in writing paragraph, and to know what problems that the teacher faced in teaching writing paragraph.

The reason why the researcher chooses SMK Muhammadiyah 3 Surakarta because the researcher has done the internship II and III in the school. The researcher spent for about forty five days to observe and teach as the assistant of English teacher in this school. At SMK Muhammadiyah 3 Surakarta the students have less interested in learning English, especially in writing because they do not understand grammar and do not know vocabulary. Students was still lazy to open dictionary when they were asked to write. Some students were not paying attention when the teacher explained the materials, because they felt bored and felt difficult to understand English learning. So the teacher need to set the teaching strategies to improve students in learning English especially in writing skill.

So based on some cases at SMK Muhammadiyah 3 Surakarta, the researcher interested in exploring and analyzing teaching strategies of teaching writing paragraph and how the teacher applying the strategy in classroom. Therefore, the researcher will conducted research with the title “AN ANALYSIS OF TEACHER’S STRATEGIES OF TEACHING PARAGRAPH WRITING AT SMK MUHAMMADIYAH 3 SURAKARTA IN THE ACADEMIC YEAR OF 2019/2020”.

B. Limitation of the Study

In this research , the researcher only focused to analyze the teachers’ strategies of teaching writing paragraph, the problems faced by the teacher in second grade of SMK Muhammadiyah 3 Surakarta. and what are the teacher’s solution to solve the problems.

C. Problem Statement

In order to specify the topic discussed, the researcher would like to formulate the problems as follows

1. What are the strategies that the teacher uses in teaching paragraph writing at SMK Muhammadiyah 3 Surakarta?

2. What are the problems that the teacher faces in teaching paragraph writing at SMK Muhammadiyah 3 Surakarta?
3. What are the teacher's solution for the problems faced by the teacher?

D. Objective of the Study

In this analysis, the researcher has the following objectives

1. To find out the teacher's strategies used in teaching paragraph writing at SMK Muhammadiyah 3 Surakarta.
2. To find out the problems in teaching paragraph writing at SMK Muhammadiyah 3 Surakarta.
3. To describe the teachers' solution of the problems?

E. Benefits of the Study

The researcher hopes this research result can be benefit for all the readers of this research. The benefits are divided into two categories

1. Theoretical Benefit

There are some benefits include in theoretical benefit, such as giving the kind of English skill especially writing skill, and giving a new knowledge to the people who do not know about English skill especially writing skill and about teaching writing paragraph.

2. Practical Benefit

a. Readers

The result of this research can get some information about teaching strategy in teaching paragraph writing.

b. Student

The result of the research can be used to increase the knowledge about how to make a good paragraph, and how to be a good writer.

F. Research Paper Organization

In order to make this research paper easy to follow, the researcher organizes the research paper in to five chapters.

Chapter I is Introduction. It consists of 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 underlying theory. It consists of the previous study, definition of strategy, type of teaching strategies, definition of writing, teacher's strategy in writing, the purpose of writing, the process of writing, genre of writing text, definition of paragraph, paragraph writing.

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

Chapter IV is research finding and discussion

Chapter V is the last chapter, it consists of conclusion and suggestion.