

CHAPTER 1

INTRODUCTION

1.1 Background of Study

Human being can be classified as social creature that cannot live independently, they need interaction and cooperate to any other people each other. In order to cooperate and interact, people need a medium as a tool to help communicate and it is language. As stated by Lems et al (2010:01) said “language is an important part of how humans communicate with each other”. It is no small thing. Through language, we learn how to mean things. Therefore, it can be said that language is a system that can be used by people to give and get information to each other.

The government of Indonesia education states that English is the first foreign language taught in Indonesia from Junior High School up to university. Moreover, Decree of Minister of Education and Culture states that English may be given to elementary school students as a local content. But in Junior and Senior High Schools, it is taught as compulsory subject. English teaching at Junior high

school covers the development of understanding spoken and written English, writing and English, which cover receptive, productive and communicative language uses. In this case the student should be able to use appropriate basic structural pattern of English and sufficient vocabularies.

Teaching is the way to convey information about a topic that would be learned by the students. The purpose of the teaching learning process is to make students get knowledge and able to understand the knowledge. To achieve the purpose of teaching, the teacher is as a key that should be creative in choosing the materials and strategies of teaching to make the students easy to understand the knowledge. Each strategy responds to a question that teachers in any content area are likely to ask while planning a standards- based lesson or unit (Urquhart and McIver, 2005:48).

Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. Richards and Renandya (2002: 30) state that “There is no doubt that writing is the most difficult skill for L2 learners to master”. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts. In line with these idea, Brown (2004: 218) states as follows

“We also fully understand the difficulty of learning to write “well” in any language, even in our own native language. Every educated child in developed countries learns the rudiments of writing in his or her native language, but very few learn to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose.”

According to the basic competence in the junior high school curriculum, in learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount, narrative, procedure and report texts. To produce those writing products, especially monologs, students have to follow the writing steps. Seow (2002: 316) states as follows:

“Process Writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting), and editing – and three other stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post-writing. ... Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage.”

In fact, most students hardly ever follow the writing stages in their writing. They often copied texts from the students who were good at English subject. Sometimes they just rearranged jumbled sentences given by the teacher or taken from the textbooks.

Based on the observation in a school in Langsa that is the eight grade students of SMP N 1 Langsa, the students could not write well. Most of them had difficulties in conveying idea in writing, because they are lack of vocabularies and had difficulties to structure the sentence. From this explanation, teacher as one of important element in education has a role to help the students. She or he has to be a good manager in the classroom to help the students in developing their ability, especially in overcoming their most difficult skill, writing. Teacher, as a facilitator, offers guidance and inspiration to help the students in thinking process and give them spirit for their opinion without telling his or her own thought on their writing. Therefore, some strategy were needed to bring out their ideas. Of

course each strategy has its advantages and disadvantages. One strategy might be appropriate for teaching a certain skill and it might be inappropriate for teaching other skills

Based on the explanations above, the researcher interested in doing this study about English teacher's strategies in managing a class. It is could helped teachers to improved how they should teach in a good way by looking at students teachers' strategies. Therefore, this study is entitled "an analysis of strategies used by teacher in teaching text writing in junior high school in Langsa".

1.2 Problem of Study

In relation to the background of the study, the problem of this research can be stated as:

1. What are the strategies used by the teacher in teaching text writing?
2. How is the relevance between different strategies to the student's English writing skill?

1.3 Purpose of Study

In line with the problem of the research, the purpose of the research are:

1. To find out the teacher' strategies used in teaching text writing
2. To find out the relevance between different strategies to the student's English writing skill

1.4 Scope of Study

The researcher limited this research about the strategies of teaching a text writing used by the teacher in teaching learning process. To conduct this study, the researchers focus on descriptive and narrative text at eight grade students of SMP N 1 Langsa.

1.5 Significance of Study

By analyze the strategies used by teacher in teaching a text writing, researcher hopes the result of the study can give valuable contribution to everyone who reads this research. In detail, it is hoped that the result of the study can give the following significances:

1. The teacher : This research will give contribution for the teacher to find the best strategies in teaching text writing.
2. The researcher : This research will give more knowledge about the strategies in teaching text writing.
3. The other researcher: This research is expected to be a reference in similar aspect in future study.