

CHAPTER I

INTRODUCTION

A. Background of The Problem

English has become an important subject from junior high school up to senior high school. In order to develop the English subject, the government has implemented a new curriculum to replace the previous curriculum, namely KTSP. This curriculum requires the students to master the four major skills: listening, speaking, reading and writing. By mastering these four major skills, the students are supposed to be able to communicate well with other people.

In the level of junior high school, the school-based curriculum requires the students to master various texts in the form of transactional, interpersonal, functional and literary. The texts are recount, narrative, procedure, descriptive and report (Depdiknas, 2006). The students are expected to produce those previously mentioned texts not only in oral performance, but also in written performance. Therefore, writing becomes one of the most important skills to learn.

Writing is one of the skills that should be mastered by students in learning English. Through writing, the students can express their thoughts, ideas, and feelings. Sokolik (in Nunan, 2003:88) explains writing as a material to find ideas, thinking to express them into statements and paragraphs that will be clear to the audiences. He adds that through writing

the students should master a particular of grammatical rules rather than expressing their own ideas, beside the correct of spelling, grammar, and organization use to proof the students' proficiency in second language.

According to Harmer (2007:113), there are four stages in writing. The first one is planning. Here the writer tries to find a topic about what they are going to write. The second one is writing stage. In this stage the writer stars to construct the draft of the chosen topic. Next revising, the writer revises the trough draft. The last one is editing stage where the writers correct the final version of their writing.

Because the complex aspects in writing, it is difficulties for the students to earn English. There are many problems faced by the students when they make texts. Sometimes, the students do nt master the vocabulary, grammatical rules and writing structure. The students can increase the vocabulary by reading various texts and memorizing the vocabulary. With that method, the students can make various texts/genre with various vocabulary 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.

Teachers supposedly can help the student cope their problems in developing their writing skills. Teacjers must have a way or strategies to make students solve problems faced in learning strategies or a way who teachers use in teaching learning process will be students to more easy to know what the teachers teach.

In the preliminary research at Junior High School 06 Pariaman in VIII I grade the researcher found the typical teaching and learning process of writing as follow: First, the teacher gives examples of descriptive text. Then students are asked to observe the text to identify components of descriptive text (social function, generic structure, and the language use). Second, the teacher asked the students to write or produce descriptive text by their own language. Third, the students so lazy if they study English the got tired easily when facing the English if the teacher asked to memorize the vocabulary, to read, to open dictionary, to write and speak. Fourth, the students feel bored and lazy to study English because they do not understand what the teacher explained. Fifth, the teacher scored them..

Kevin (2012) states that 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 action. 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 strategy thinking.

Based on the phenomenon above, the researcher is interested in investigating strategies of teaching writing because strategies of teacher in teaching writing can facilitate the student to write a text. The resources

focuses on teaching writing descriptive text because so far the researcher observed many students of JHS 06 Kota Pariaman were still confused to make descriptive text. Therefore the researcher is interested in conducting research entitled *“Teachers Strategy in Teaching Writing Descriptive Text at Grade VIII of Junior High School 06 Kota Pariaman”*

B. Identification of The Problem

Based on the background of problem, there were some problems that found by researcher. The researcher found that the majority of second year students of SMPN 6 Pariaman had difficulties in writing, especially in writing their identification and description. They had difficulties to start their writing, especially in generating ideas and grammar. Besides, mistakes in writing aspects such as grammar, punctuation and mechanics also influenced the quality of students' writing. It may caused by internal and external factors. The internal factors come from student itself and external factor come from environment such as teachers' skill, knowledge and motivation.

Based on the observation, it happens because they are only given examples of descriptive text by the teacher, then they are asked to observe the text and identify the social function, generic structure, and the language use of the text. And the last, the teacher scored them.

C. Limitation of the problem

Based on the identification of the problem above, the researcher only focuses on the teacher strategies used to teach writing descriptive text at JHS 06 Kota Pariaman.

D. Formulation of the problem

The researcher has two problems statement:

1. What strategy does the teacher use in teaching writing?
2. What kind of assessment that the teacher do in teaching writing?

E. Purpose of The Problem

Related to the problem above, the concerned study is aimed at investigation:

1. Teachers' strategies in teaching writing in the classroom
2. Teachers' assessments that the teacher do in teaching writing.

F. Significance of The Research

1. Theoretically

- a. The result of the research can be used as input in English teaching-learning process especially in teaching writing.
- b. The result of the research can be used as the references for those who to conduct a research in English teaching learning process.

2. Practically

- a. The writer gets large knowledge about teacher's strategy, especially in teaching writing.

- b. The teacher and students will get knowledge teacher's strategy in teaching writing.

G. Definition of Key Terms

1. Teaching Writing :

Writing is the activity of writing, in contrast to reading, speaking, etc (Hornby, 2000: 1561). So, teaching writing is the activity of producing ideas, experiences, thought and feeling in written form.

2. Descriptive text :

Is one of genre stated in curriculum which describes a specific person, place or thing . Its purpose is to describe and reveal a particular person, place, or thing.

3. Strategy: a person's approach to learning and using information to solve problem.

4. Teacher's strategy: a strategy to help teachers meet the needs of all the students in their classes and to help make mainstream classroom more inclusive.

5. Assessment: refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

6. Teacher's Assessment:

