

## **CHAPTER I INTRODUCTION**

This chapter covers the entire introduction of this study. This chapter focuses on teacher's strategies in teaching writing descriptive text. The text and the rest of this chapter describe the background of study, research question, objectives of study, scope and limitation of study, significance of study, and definition of key terms.

### **A. Background of Study**

The role of writing skills is important for EFL (English as Foreign Language) students to support learning process. EFL students can develop words into productive sentences. EFL students can do writing exercises by integrating their main ideas into writing to become coherent paragraphs. Through exercises in writing EFL students can develop their grammar and vocabulary. In summary, the role of writing skills in the academic field for EFL students is important. EFL students can be motivated to write better in academics (Barker & Moroz, 1997). Febriyanti et al (2018) stated that writing is important to be learned and mastered by students. Writing includes skills that can develop imagination in students. In writing skills, students are required to grow the main ideas and develop them into written work. Students are invited to develop, feel, assess and explore thoughts in the form of feelings and expressions. Furthermore, writing skills are important in the world of education because students need to master and understand well and correctly about writing skills.

In the world of education, writing skills are prioritized. This is because writing skills are useful for students, teachers, and researcher. Within the scope

of the world of education, students are expected to be accustomed to compiling and processing words into a coherent arrangement and a paragraph. In this case, students need to understand writing skills, it will be easier and accustomed to working on essay assignments. In addition, by paying attention to grammar, vocabulary, and creativity in writing and combining a sentence by mastering these things, students can use their ideas to start writing new topics (Hsiang, et al., 2020).

Bryne (1988) classified problems about writing difficulties into three categories. The first three categories are linguistic aspects such as choosing grammar, using the right vocabulary, and accuracy in choosing sentences. The second aspect is writing difficulties such as difficulties in combining sentences correctly and difficulties in developing words into sentences. The third aspect is cognitive, this aspect is the basis of knowledge in carrying out writing activities such as punctuation, formatting, paragraphs, and capitalization.

As an EFL student who learns English as a foreign language, writing an essay using English is a challenge and difficult. The students have difficulty with the lack of vocabulary they know. In compiling an essay, students must be faced with phrases and words that are not quite right. Usually, students tend to find it difficult to compose a paragraph because of their lack of experience and mastery in essay writing activities. In general, this can be influenced by factors of expression, the form of writing, characteristics in writing, and motivations faced by the writer (Sulaiman & Muhajir, 2019).

The factors that become difficulties in writing activities must be points that students must be aware of to fix. Al Badi (2015) divided factors that underlie writing skills, namely, choosing the appropriate language, cohesion, coherence, and

references that are following the writing topic. In these factors, of course, writing an essay for students is not easy. These difficulty factors can be overcome by students by always being willing to learn to compose sentences in English. For this reason, the difficulties experienced by students become the teacher's consideration for determining strategies for teaching in the classroom.

In previous studies, several studies discussed writing skills. In a previous study, Aulia (2019) in her research discussed teacher strategies for teaching writing skills at the junior high school level at SMPN 44 Muaro Jambi. Her research used qualitative research. Data collection techniques using research, interviews, and documentation. Her research used several teachers in one school. Raharjanto (2016) in his research discussed the strategies applied by teachers when teaching at the junior high school level at MTS N Sukoharjo. He used qualitative research by describing his findings in the form of sentences. Research data collection techniques using observation and interviews.

Another research, namely from Rijal (2018) his research he researched about teaching descriptive writing by using thinking, speaking, and writing. He researched at the Islamic University of Madura. In his research, he used qualitative methods. The participants were students and lecturers from the Islamic university of Madura. In addition to other research, namely Muza'roah et al (2021) their examined the teachers' strategy in teaching descriptive text at the junior high school level at MTs Assalam Bangilan. They used qualitative research methods. In collecting research data, they used observation and interviews. They collected data through three teachers at the same school.

Based on observations at the first school, the researcher did on March 4, 2023, at MAN 1 Kota Kediri. During the observation, the researcher interviewed a language teacher called *Teacher 1* who teaches English in EFL classes. He stated that teaching English without direct practice is difficult. In learning a foreign language, namely English, students are expected to practice a lot so that they can easily get used to speaking English. In teaching, *Teacher 1* did not use the classroom but used the library room to become a learning process. This is done so that students did not feel bored with the same class atmosphere, but students can study in a different room and class atmosphere.

Based on the observations in second school, the researcher conducted on March 29th, 2023 at SMA Negeri 6 Kediri, the researcher has found the uniqueness of EFL teachers in implementing strategies in eleventh grade at SMA Negeri 6 Kediri. At the time of observation, the researcher interviewed an English teacher called *Teacher 2* who teaches English in an EFL class. He said that in implementing writing learning strategies he applied different strategies in the class. The strategy implemented by him in teaching writing is that he did not only apply the same teaching writing strategy to the class he teaches, but he paid attention to the strategies needed by the students. He said that teachers had innovation and creativity in teaching so that teachers can apply strategies to teach writing with teacher innovation and creativity that suit the needs of their students in the EFL classroom. He added that creative teachers fulfill different strategies in each class.

Based on the observation in the third school, the researcher conducted on March 7th, 2023 at SMA Negeri 1 Ngadiluwih. At the time of observation, the researcher interviewed an English teacher called *Teacher 3* who teaches English in

EFL classes. She said that in teaching writing skills she asked her students about the definition, generic structure, language features, and social functions of descriptive texts. She continued her statement that after asking students about this, she would start giving examples of descriptive texts and from there, students could draw conclusions about descriptive texts.

From some of the previous studies, some points have not been listed. Namely, first, in the previous study, the researcher only interviewed a few teachers in one school. Second, in previous studies, researcher only collected data at the junior high school level. Third, in previous studies, the researchers did not explain more that the topics of that study or the research method can be conducted in senior high school level or not. Furthermore, based on the observations conducted by the researcher at MAN 1 Kota Kediri, SMA Negeri 6 Kediri, and SMA Negeri 1 Ngadiluwih, the way the teachers applied strategies in teaching writing were not monotonous. Teachers can vary and innovate regarding strategies in teaching writing depending on the needs of the students in the class. These strategies applied by three different teachers in different schools support the research which aims to find out the strategies of EFL teachers in teaching writing descriptive texts. It can be concluded that from the points that have not been listed in the previous research and based on observation in MAN 1 Kota Kediri, SMA Negeri 6 Kediri, and SMA Negeri 1 Ngadiluwih, the researcher wants to raise the title, "An Analysis of English Foreign Language Teachers' Strategies in Teaching Writing Descriptive Text." The researcher will take research data from the three teachers who teach in Senior High School at Kediri as the subject of the study.

**B. Research Question**

Based on the background of the study stated above, the researcher formulates the research problem as follows: what are the EFL teachers' strategies in teaching writing the descriptive text?

**C. Objectives of Study**

Based on the research question above, the researcher formulates the objectives of study as follows: to find out the EFL teachers' strategies in teaching writing the descriptive text.

**D. Scope and Limitation of Study**

The target of this study is to analyze teachers' strategies in teaching writing a descriptive text. In this case, the study has scope and limitations and the discussion is not broad. The scope and limitations have a subject and object of the study. The subject of this study is limited to the teacher at three Seniors High Schools in Kediri and the object of study is limited to the teachers' strategies in teaching writing a descriptive text.

**E. Significance of Study**

The significance of this study for teachers, this study can add variety to teaching English writing skills. Teachers can choose the best way or strategies to teach their students writing skills. Teachers, they can find out what is needed to teach writing skills in language classes. The teacher knows how the strategies that have been applied in the language class can affect the students' writing skills in a descriptive text. The benefit is that studies for students can be a means or an option for learning English writing skills so that they can gain learning, especially writing skills.

The researcher hopes that this study can contribute to providing an analysis of teachers' strategies in teaching writing a descriptive text. In addition, this study hopefully it can be useful for students, teachers, researcher themselves, readers, and future researchers. For the further researcher, hopefully this research can be useful and beneficial for the further research. This research is useful for future researchers who examine the same topic. This research can be expanded further by future researcher with different discussions. Researcher hopes this research can be continued and developed for the world of education in the future.

## **F. Definition of Key Terms**

### **1. Writing**

Writing is an activity that be carried out by students to associate student's cognitive abilities. Writing skills include all the knowledge and abilities related to expressing ideas through the written word. Through writing, students are able to practice arranging words into sentences and combining the sentences into paragraphs. A proficient and appropriate writing skills will increase students' opportunity to be success in writing skills in English. Writing skills train the students in thinking to collect ideas, arrange sentence structures, and organize formats in writing.

### **2. Strategies for teaching writing skills**

There are some strategies for teaching writing skills, those are including direct teaching strategy, indirect teaching strategy, interactive teaching strategy, experiential teaching strategy, and independent learning strategy. These strategies are necessary for the teachers in the process of teaching writing skills classes.

### 3. Difficulties of teaching writing skills

Difficulties in teaching writing skills come from internal and external sources. In the difficulties of internal problems, there are difficulties in grammar, vocabulary, and cohesion. The difficulties experienced by these students can certainly be overcome by being able and willing to study independently and in groups. Learning independently, students can repeat the learning materials that have been discussed at school by studying at home. An external difficulty in teaching writing skills is a class atmosphere that is not conducive and crowded. This can be overcome by the teacher using the right teaching strategy or model and the students are obliged to obey it.

### 4. Descriptive Text

Descriptive text is a text to explain or describes a certain topic into a text in the form of writing. This descriptive text is one type of text in writing skills. Descriptive text is written with the purpose that the writer can convey the information from the chosen topic. In this case, each paragraph in the descriptive text consists of more than 5 sentences.

### 5. EFL (English as a Foreign Language)

EFL is an acronym for English as a foreign language. EFL is English which has become a foreign language for listeners, readers, and beginners. In this case, EFL can be interpreted as people who do not use English as their first language. EFL can be addressed to students who are just starting to learn English as a foreign language. In this case, teachers teaching English as a foreign language have several strategies so that students can understand and master English as an easy language for students.