

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is a challenging aspect of learning the English language. Writing becomes one medium to express ideas and opinions besides speaking, especially in this era. According to Fareed, writing is a cognitive procedure that tests memory, thinking capacity, and verbal order to communicate thoughts effectively.¹ Furthermore, Harmer argues that writing is the mental work of inventing idea, thinking about how to express them and organizing them into statement and paragraph that will be clear to the reader.² Therefore, a good writing is obtained from the process of choosing the words that it becomes a good sentence, the sentence developed into a paragraph that makes the reader understand about the writing.

In teaching writing, the teachers must prepare everything before teaching writing such as strategies, kind of text and self-confidence, to make the students understand and to continue the next material in the next meeting. Strategies become important in teaching learning process. A good strategy can create active students because they dig up their capability by themselves. Of course, it is helped by the teacher. A teaching strategy is a means of

¹ Fareed, M., Ashraf, A., & Bilal, M. (2016). *ESL Learners' Writing Skills: Problems, Factors and Suggestions*. Journal of Education & Social Sciences, 4(2), 83–94. <https://doi.org/10.20547/jess0421604201>

² Harmer Jeremy, *The Practice Of English Language Teaching*. (Essex : Pearson Education Limited, 2007)

making decisions about a course, a single class, or even an entire curriculum.³ It begins with an analysis of critical variables in the instructional environment. These factors include student characteristics, learning objectives, and the teacher's instructional preferences.

Teachers have the opportunity and responsibility to identify activities that work for their students and to walk the students through each stage of the process, building on each activity until the students produce a final, publishable paper. Teacher has the responsibility to teach the strategies and then empower students to find the process that works for them as learners. In teaching and learning process strategy is an activity that should be done both teacher and learner in order to get learning activity become effective and efficient. English teacher should also be able to improve students' thinking because thinking can produce an idea and it is the basic competence to write.

There are some teaching strategies and can be used in learning process. Teacher use teaching strategy to help student in the learning process and reach the target of learning, Caswell, said that the strategy of writing is Writing Process Chart.⁴ Writing Process Chart allow students to emulate experienced writers and make conscious choices regarding their own writing.

³ Khairuzzanila, "Teachers Strategies in Teaching Speaking To Students At Secondary Level," *Online) Education Enthusiast: Jurnal Pendidikan Dan Keguruan* 1, no. 1 (2021): 18.

⁴ Creswell, John W, *Research Design : Qualitative, Quantitative And Mixed Approach*, (Los Angels, Sage Publications, 2014)

As state above, the teachers may have different teaching strategies. Therefore, this research needs to know about teachers' strategies in teaching writing. This research entitled" An *Analysis Teachers Strategies In Teaching Writing*" at MAN 2 Kab. Serang. To analyse English teacher strategies in teaching writing and how the English teacher implements the strategies in class.

B. Statements Of The Problem

There are several questions regarding the things that have been revealed from the explanation above, so the writer was to reveal more deeply about:

1. How is the teachers strategy in teaching witing text at 10th grade of MAN 2 Kab. Serang?
2. What are the advantages and disadvantages of the strategy use by the teacher in teaching writing at 10th grade of MAN 2 Kab. Serang?

C. Objectives Of The Research

This research aims to find out the teachers strategies in teaching writing at 10th grade of MAN 2 Kab. Serang. The specific objective of the research are :

1. To analayze the english teachers strategies in teaching writing at 10th grade of MAN 2 Kab. Serang

2. To find out what are the advantages and disadvantages of the strategy used by the teachers.

D. Significances Of The Study

This study is likely to benefit and contribute as follow :

Theoretically

The result of the researcher expected to be useful information the knowledge of English study, especially in teaching writing.

Practically

1. For English Teachers at MAN 2 Kab. Serang

To assist teachers in implementing learning activities in the classroom and to serve as a resource for students to improve their writing skills.

2. For Students at MAN 2 Kab. Serang

It may be used as a learning tool to make learning tasks more interesting and pleasant, as well as to encourage interest and confidence in English.

3. For School MAN 2 Kab. Serang

Improve the quality and effectiveness of learning in order to satisfy the school's curricular goals, as well as commit more time and resources to enhancing school facilities and infrastructure.

As for The significance of the study is theoretically as follows:

1. The research able to serve as a foothold and reference for further studies related to teacher strategies.
2. The research carried out can contribute to the development of science.

E. Previous Study

In previous studies that have been carried out to find out the teacher's perspective on writing learning strategies with different descriptive studies, it is hoped that it can help researchers as literature in writing this research. The studies are presented as follows:

Senya Putri Suarmi conducted research with the title *Implementing Interactive Writing to Teaching Writing to Young Learners*, the result show Interactive writing is a cooperative event in which teacher and students jointly compose and write a text together. Not only do they share the decision about what they are going to write, but they also share the duties of the scribe. The teacher uses the interactive writing session to model reading and writing strategies as he or she engages students in creating text. Writing should begin right from the start, and interactive writing is the right place for young learners to begin.⁵

⁵ Senya Putri Suarmi, "*Implementing Interactive Writing To Teaching Writing To Young Learners*" (Journal of English Language Teaching Volume 8 No. 2019).

Dadan Hidayat conducted research with the title *Teachers' strategies to teach writing Explanation texts*, the result show that, The teachers' strategies were essential in teaching, especially in writing explanation text. The teachers' must-have strategy in teaching for helping students write explanations well. The teachers used many teaching strategies to motivate their students to write explanations. The teachers helped students who could not write an explanation text. The teachers gave way to writing explanation text well when the students found some difficulty and some problem in teaching explanation. In teaching writing explanation text, the teachers always faced some problems. the use of appropriate methods and techniques in teaching, the students did not understand the explanation text, and the students were still confused to determine their idea.⁶

Wida Rianti conducted research with the title *Analysis of Teaching Writing Strategies*, the result show that, the strategy used by the lecturers at English Language and Education Study Program University of Pahlawan Tuanku Tambusai, namely charts. Charts strategy is a suitable strategy to use in teaching writing skill, because the strategy is designed as attractive as possible, simple, and effective so that students are interested in the material presented by the teacher. Charts also provide a summary of the important points of the material in writing. In applying the charts strategy with

⁶ Dadan hidayat, "Teachers' *strategies to teach writing Explanation texts*" (ELT FORUM 11(1) 2022)

scientific approach, the lecturers give instruction to students to be ready to carry out the learning process. In this applying the lecturers combines 3 variations in teaching writing to help students understand more clearly the material presented. As for the variation, namely the conventional method, the question-and-answer method and the discovery learning technique. The lecturers use this method to make it easily to convey information directly to students; the lecturer explained to the students about the recount text material, the teacher telling students to make English text according to a generic structure, the lecturers explained the text and simple past tense, finally the teacher gives assignments to students to make individual sentences. In using charts have achieved maximum results, students easily understand and produce writing.⁷

There are the similarity and differences between the previous study and this study. The first previous study raised same topic, It discuss about strategy in teaching writing and the difference are the research method and the subject of the research. The second previous study raised same topic, It discuss about strategy in teaching writing and the difference are the research method, the previous study using qualitative descriptive analysis. The third previous study raised same topic, It discuss about strategy in teaching writing and the difference are the research method and the subject of the research,

⁷ Wida Rianti “*Analysis of Teaching Writing Strategies*” (Al-Ishlah: Jurnal Pendidikan Vol.14, 3 2022)

previous study using qualitative descriptive analysis and the subject are lectures.