

# **CHAPTER I**

## **INTRODUCTION**

This chapter explains the background of the study, research problems, research objective, research significance and definition of key terms. The chapter provides a clear outline of facts, theories and previous research findings that underlie the study.

### **1.1 Background of the Study**

Language is an important device and a very essential means for communication. Richards and Schmidt (2010) define language as a system of human communication which consists of structured arrangement of sound into larger units, e.g. the smallest meaningful unit of language is called morpheme, words, sentences, utterances. There are various languages, which are spoken by people around the world. One of them is English which is considered and applied as an international language. Crystal (2003) explains that English is a global language. It is widely spoken by people around the world whether as a primary or a second language.

To be defined as a good English speaker, there are four major skills that should be mastered namely: listening, reading, writing and speaking. Writing is one of four major skills that requires a special attention since it is a productive skill. Walsh (2010) explains that writing is important because it is used extensively in higher education and in the workplace. If students do not know how

to express themselves in writing, they will not be able to communicate well. Hyland (2003) states that writing enables a person to share personal feelings and constructs the writer's own views on a particular topic. Kestha and Herb (2013) state writing is a necessary activity in everyday lives such in business, creativity, and in scholarly pursuits. Thus, writing is necessary for academic and non-academic context.

According to Harmer (2007), writing is seen as a process that should be undergone over different stages including, the drafting stage, the editing stage, the planning stage and the final draft. Similarly, Damiani et al. (2011) regards the writing skill as the process that calls planning, reflection and the organization of ideas, in addition to the required effort and attention that EFL students are invited to respect. They regard the writing skill as a cognitive skill that writers are required to master with attention to sentence structure, appropriate selection of vocabulary items, a careful attention towards spelling and punctuation. They add that learners need to master the linguistic knowledge and also the ability to integrate information coherently and cohesively in a written discourse. With respect to the above mentioned, some EFL learners achieve low proficiency level in writing essays.

Zemach and Islam (2005) mention that writing is one of the most difficult skills to master in both first and second language. It is because students need to write their ideas in correct grammar. They also need to think harder to produce ideas, words, sentences, paragraphs, and composition that covers the right spelling, punctuation, content, sentence structure, paragraph construction and word choice. Ariyanti and Fitriana (2017) found that students have major writing

difficulties in grammatical, cohesion and coherence terms. Moreover, they also identified students' minor writing difficulties such as paragraph organization, dictions, and vocabulary misspelling. Considering its complexity in accomplishing writing task, the students expected an intense guidance from the lecturer, such as continuous consultation regarding to the lecturer's feedback in their writing process.

According to Arikan, (2006) writing is a generally difficult skill to that, writing is not a spontaneous activity but has to be learned. It involves some consideration of the nature of writing, and the difficulties of teaching and learning, it is important to continue to explore the ways or strategies to minimize the difficulties EFL students encounter and to help them overcome their fear of writing. Although some of the strategies that teachers used to encourage their students to be creative and organized, that is not enough. Students must take into account many aspects at the time of writing such as: vocabulary, mechanics, grammar, organization and content and not only one of these items because to create adequate compositions students must take into account every single detail (Abbot, 2007). The problem is that they do not care about the kind of essays they are creating and they do not follow the correct steps that will provide all the sources for their compositions. They just care about the grade they will receive at the end of a homework assignment.

Writing is not simple because it needs to have a clear idea about development, punctuations, grammar, paragraph construction, and spelling. In fact, students still face difficulties in using correct generic structure. Harmer (2007) states that some students are extremely unconfident and unenthusiastic

writers because they are lack of experience in writing as well as have low interest in writing activity. The role of teacher is necessary in this process. Teacher should explain clearly about the criteria that the teacher uses to assess the students before the teaching and learning process occurs (Langan, 2012). Thus, the students may know clearly and understand what they should do.

Langan (2012) explains in the teaching writing, the teacher's duties are not only to teach the material but also to evaluate their students' achievement. Language teacher should know that teaching and assessing cannot be separated in learning process, as assessment takes important roles in learning, especially in writing. The purpose of assessing is to know the students' progress in writing and to know the strength and the weaknesses of the students when they construct a piece of writing. Reiser (2002) views that teachers can use different strategies of teaching to achieve the teaching-learning goals. It is correspondingly asserted by Cole (2012) that it is the teachers' role to provide effective plans or strategies in accomplishing students' education needs, whose general purpose is to communicate using the language being learnt. These imply that it is teachers' responsibility to make students write in English by employing suitable teaching strategies of writing.

Previous studies had found the teaching writing approach and strategy and the result is limited to process and product approach. The common strategy found were guided writing, flower strategy and PLEASE strategy. With the improvement of curriculum, the implementation of creativity as part of 4c skill is required in classroom. The terms creative writing is now being used to tackle

approach of writing that merely focus on linguistics feature (Smith, 2013; Bussinger, 2013).

To see the availability of data, seven observations were conducted in Bintang Mandiri and Widyatmika. It was found that the teachers seemed to focus more on delivering the materials then involving the students in writing process. Besides that, teachers focused only on one component such as the grammatical structure of the language and give less attention to other essential components of writing. This situation implies that the teachers used traditional way of teaching writing (Hyland, 2003). Teachers also stated that writing was the most difficult skill to teach and these perspectives is in line with earlier research that identified writing as the most difficult skill to be taught in EFL contexts (Zeng, 2010).

In teaching writing, teaching strategies become a very important aspect in the teaching and learning process. The right strategy enables teacher and students to achieve the learning goals. In addition, the use of appropriate strategy can motivate students in the learning process of writing. There are many strategies that teachers can use in teaching writing. These strategies have their advantages and disadvantages. Seeing the importance of the role of teaching writing strategies, this research was conducted to explore the teaching writing strategies used by teachers. In addition, this research will also explore the difficulties faced by teachers in teaching writing.



## **1.2 Statement of The Problem**

A scientific investigation is initiated from problem which needs to be solved by using scientific method. Based on the background of the research, the research problem can be formulated in the form of question as follows:

1. What are the teaching strategies used by the English teacher in teaching writing skill in National Plus School in Jimbaran Bali?
2. How do English teachers in National Plus School in Jimbaran Bali implement the strategy of teaching writing?
3. What problems are encountered by the English teacher in teaching writing in those two junior highs schools?

## **1.3 Objective of the Study**

Regarding on the research question, based on the research problems this study had been done to figure out:

1. To describe the strategies used by the teacher in teaching writing in National Plus School in Jimbaran Bali.
2. To describe the implementation of strategy of teaching writing in National Plus School in Jimbaran Bali
3. To describe the problems encountered by the English teacher in teaching writing skill in National Plus School in Jimbaran Bali.

## **1.4. Scope of the Study**

The scope of the study is limited to the strategies of teaching writing used by the English teachers during the teaching and learning process. The subjects of this study are four teachers who teach English in Bintang Mandiri and 2 teachers

Widyatmika Junior High Schools. The object of this study is summarizing of strategies used by English teachers in those two junior high schools during classroom activities.

### **1.5 Significance of the Study**

The result of the study is expected to give contribution in terms of theory of teaching writing and practical of strategy of teaching writing.

#### **1.5.1 Theoretical Significance**

- a) the study provides some relevant empirical reviews that support relevant theories to be developed and applied into scientific practice in terms of teaching and learning.
- b) the study is expected to give a collection of valuable reference in understanding the concept of strategies in teaching writing skill

#### **1.5.2 Practical Significance**

- a) For teacher

The study is expected to develop teachers' way of teaching and to provide an initial guide and inspiration to assist teachers to enrich their own understanding of the concept of strategies in teaching writing to the students.

- b) For student

The study is expected to give information to the students about writing concept that are implemented in English teaching

learning process so that the students comprehend more about the learning of writing skill.

